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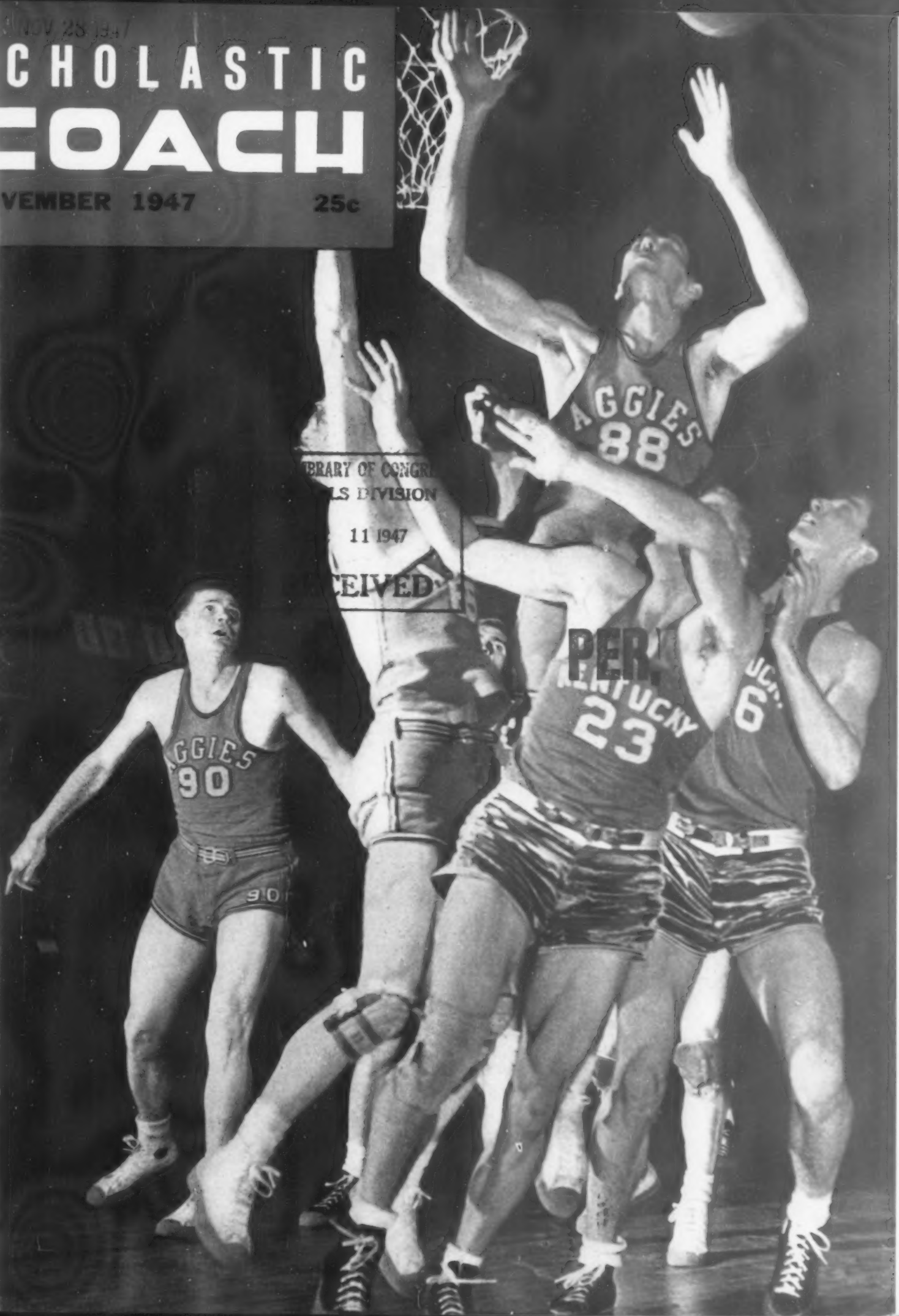
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VOLUME 17 • NUMBER 3 • NOVEMBER

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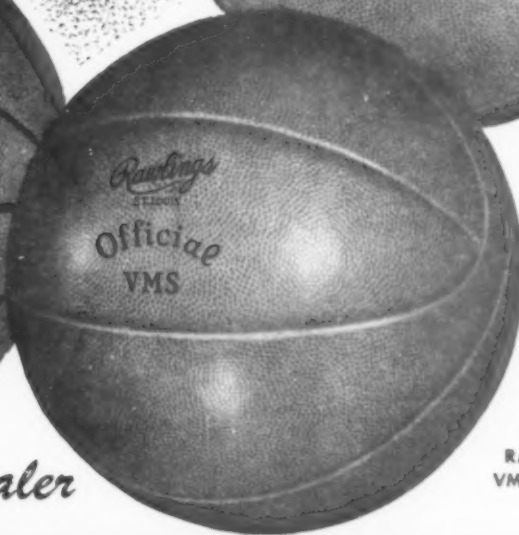
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A loud locomotive for Pop

ONE of the nicest things about football coaching is the pulchritudinous publicity heaped on the mastermind. Where most baseball and basketball coaches toil in magnificent anonymity, the football genius operates in a welter of printer's ink.

Let a coach win a couple of games and he's dined and feted until the chicken bones start popping out of his ear drums. He winds up in a bowl game; is named "coach of the year"; gets a picture spread in *Life*; and has a poignant pile of nonsense printed about him in the *Saturday Evening Post*.

We can't think of another genus of coach whose renown is so thoroughly propagated. Take such wizards of yards as Crisler, Blaik, Leahy, Bierman, and Little—all these are names which even the butcher, the baker, and the good-humor maker can immediately identify.

We say "fine" to all this. Anything that gives the coach a break is okay with us. Besides, our coaches merit the rich, throbbing drum-beating of the publicists. One or two may wind up thinking they're God. But the rest usually take their headlines in stride.

That's the only sensible attitude to take, for fame is as fickle as a teen-age belle. Taking nothing away from the boys currently in the lime-light, the fact remains that the greatest football coach living today hasn't had his name in a headline for years.

Now living in comparative obscurity in Palo Alto, Calif., this formidable gray-haired gentleman has contributed more to football than any three men now coaching the game.

WE'RE talking about Glenn Sco-bey (Pop) Warner. Isn't it a little heart-breaking that most kids now playing football probably never heard of him?

Yet Pop is the greatest inventor football has ever known. For one thing, he is the only man ever ac-

tually to invent a system of offense. His single and double wingback attacks were wholly original. All the other systems, including the Notre Dame, short punt, and T, were the brainchildren of several men, developing through a process of evolution.

The life story of grand old Pop furnishes one of the most exciting chapters in football history. That's why we were so deeply pleased that the St. Louis Spinks saw fit to publish it as part of their official pro football guide this year. The honor is thunderously deserved, and we recommend the story to everybody.

NOT that Pop needs any glistening white shaft to perpetuate his memory. His monolith is football itself. You can't play a game without using something Pop contributed to it.

The great old man will be a living part of football as long as the single and double wingbacks are employed; so long as the spiral pass is thrown; so long as the spiral kick is punted; so long as the crouching start is used; so long as the ball is snapped directly back to a ball-carrier; so long as linemen pull out for interference; and so long as players wear fiber in their protective pads.

All these are Pop's legacy to football.

OUR NEW ADVISORY BOARD

YOU probably have noticed our new expanded Editorial Advisory Board. If you happened to miss the announcement last month, just turn to page 71 in this issue.

Some line-up, eh? We're justly proud that this distinguished array of coaches and physical educators have consented to assist us during the coming year.

We've been in the field a long time. But we know we must constantly depend on the men directly connected with the coaching and administration of physical education and sports for guidance in the for-

mulation of our basic policies and program.

Our expanded advisory board now embraces a thorough cross-section of high school and college men from every section of the country. We herewith extend our gratitude to each of our new advisors and to the state association secretaries who helped us in their selection.

"INSIDE U.S.A." OFFSIDE

OUR deepest gratitude goes to John Gunther for giving us a mission in life—to finish his book, *Inside U.S.A.* We've been working on this project since July 4th, and we still have about 400 pages to go.

The Gunther a mighty man is he, and his strong and sinewy hands hath fashioned a monumental tome. Into close to 1,000 pages, he has compounded a succulent geographical, political and economical dish of contemporary America.

The author streaked through every state in the union accumulating this information, and naturally was most impressed with the things he previously hadn't known about. As a result, his book is a bit offside here and there.

In Gunther's analysis of Wyoming, for instance, he mentions the citizenry's rabid interest in basketball as if it were purely local phenomenon.

It isn't, of course. A lot of schoolmen in Indiana, Washington, Illinois, Texas, Iowa, and Minnesota—just to mention a few states—could have told the author that the fervor over basketball is a national phenomenon rather than a Wyoming idiosyncrasy.

Upon reaching Wisconsin, the indefatigable globe trotter was introduced to the athletic accident benefit plan. Struck with its beauty, he promptly attached it exclusively to the Wisconsin landscape.

We all know better. Wisconsin is the proud papa of the athletic benefit plan, but at least 20 other states have adopted the idea and are now operating similar plans.

W

Announcement

WILSON ADDS EXCLUSIVE ATHLETIC SHOE FACTORY

to broaden service to the trade

As a further step toward supplying the equipment needs of America's athletes from "one complete line," Wilson Sporting Goods Co. has acquired the highly regarded Wisconsin Shoe Co.

This unique concern is devoted to the production of highly specialized athletic shoes exclusively.

The Wisconsin Shoe Co. will operate as a division of Wilson Sporting Goods Co., and its fine products will thus be made available to more players and teams through Wilson distributors than was possible before. We are happy to announce this most recent evidence of WILSON LEADERSHIP in service to our distributors.

Wilson Sporting Goods Co.

W. J. Gately
President

IT'S WILSON TODAY IN SPORTS EQUIPMENT

By GORDON M. ATKINS

Kentucky's Offense

NEARLY 100 basketball coaches, many of them tutors of leading college fives, turned out for the first New England Basketball Clinic of Champions in the Boston Garden last summer.

They were rewarded with trenchant lectures and demonstrations by Adolph Rupp of Kentucky, Ben Carnevale of Navy, Vadal Peterson of Utah, and Alvin "Doggie" Julian of Holy Cross, the clinic's director.

Rupp concentrated mainly on offense. The Kentucky attack differs considerably from most. It is based almost entirely upon guard-around plays, used on both sides of the floor, and upon simple and complex screens. The pivot man is essentially a feeder.

The set-up is outlined in **Diag. 1**. Guards 1 and 2 maneuver so that they are near the sidelines when starting the guard-around play. Forwards 4 and 5 assume positions directly opposite the free-throw line. The center, or pivot man (3), generally operates in the front half of the circle. (See next page.)

The guards are more versatile than the forwards. They are fast, fine ball-handlers, and crack long shots. Through the years, Rupp's guards have frequently outscored the forwards, attesting to the thoroughness with which they have been trained.

Rupp says you can't win, at least with his system, unless both guards and forwards hit consistently from their respective stations. If any one, or two, of them can't shoot, the offensive strength is reduced.

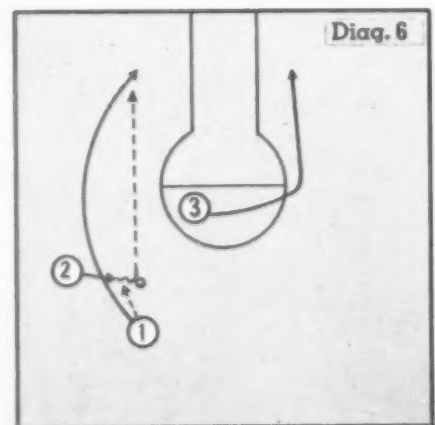
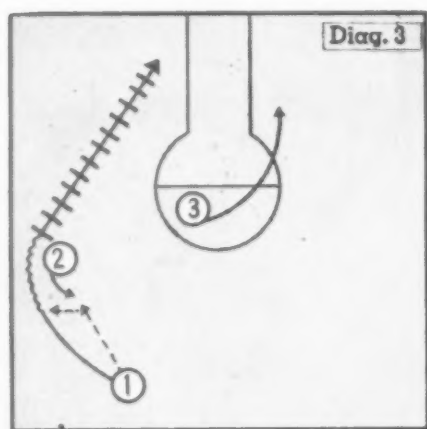
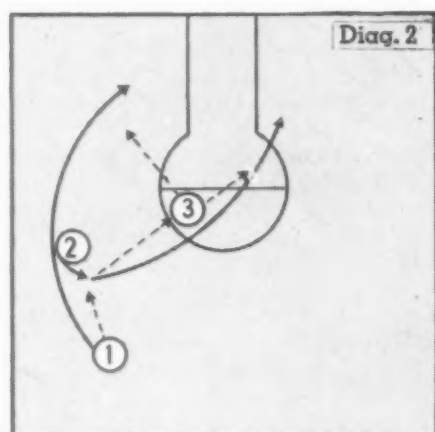
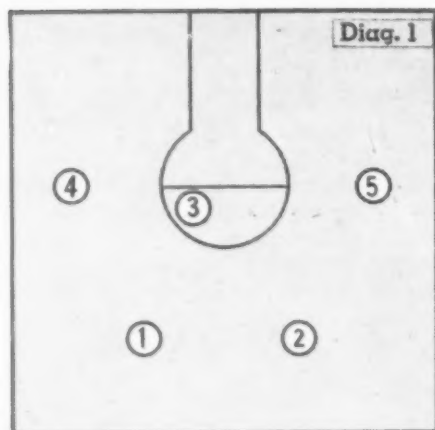
The Kentucky coach puts continual pressure on the defense. If every man is a definite scoring threat, he declares, the defense cannot afford to retract. It must come out and play tight. This throws open the lanes for the guard-around plays.

The guards, like football quarterbacks, initiate the plays. They have six options. The forwards give them room along the sidelines to work, and the guards cut right off the tail of the forwards in a straight line for the basket.

Change of Direction Dribble



GUARD-AROUND PLAYS



Regardless of how the defensive man plays, or of the style of defense met, at least one of the following plays will meet the situation.

Diag. 2: Guard 1 passes to forward 2, who steps out to meet pass. He immediately relays ball to 3 and cuts around him. Guard goes in with his pass and is fed by 3.

Diag. 3: No. 1 passes to 2 who steps out to meet pass (as he does in every case), turns body as if to pass to 3, but, as he turns, flips to guard cutting by. Latter (1) takes one dribble and shoots.

Diag. 4: No. 1 passes to 2 who turns toward center of floor, takes one dribble, jumps in air, and hooks to guard who has cut by.

Diag. 5: No. 1 passes to 2 who flips to 1 as in Diag. 3. This time, however, 1 jumps in air and hooks ball back to 2.

Diag. 6: No. 1 passes to 2 who takes one dribble, pivots, and passes back to 1.

Diag. 7: No. 1 passes to 2 who fakes as if to give to 1, but keeps ball and dribbles in for shot.

Diag. 8: Inside Screen: No. 1 passes to 2 who relays to 3 before 1 arrives for screen. No. 1 screens X2, then, after 2 cuts by 3, breaks for basket and receives pass from 3 if open.

Diag. 9: No. 1 passes to 2 and receives return pass. No. 1 takes one

dribble, pivots to outside, and passes to 3. Meantime, 2 goes out two steps, fakes to inside toward 3, then pivots and cuts directly behind 1, using him as screen. No. 3 passes to 2, if open. If X1 switches to 2, ball is given to 1, as indicated. (See page 39.)

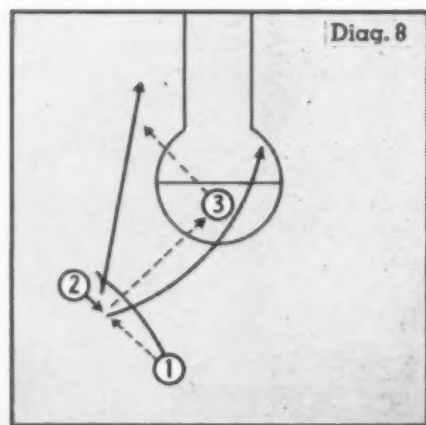
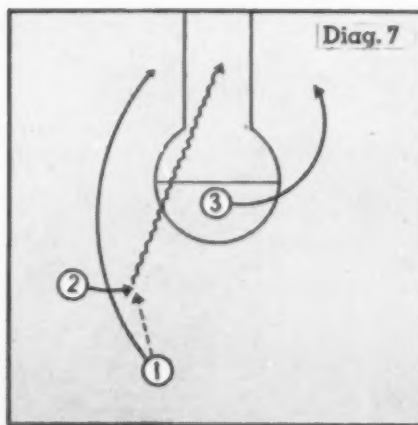
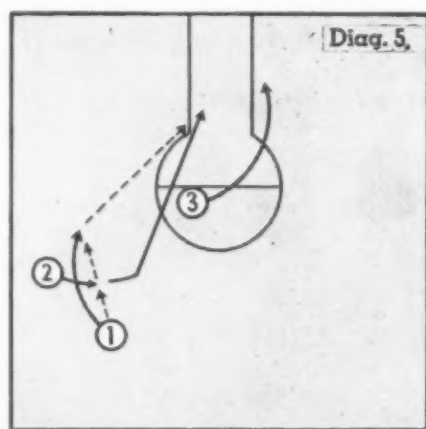
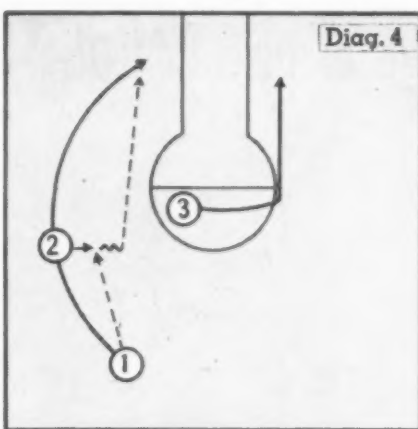
Diag. 10: No. 1 passes to 2 and breaks outside for return pass. He takes one dribble, pivots to outside, and passes to 3. Meanwhile 2 goes out two steps, fakes to inside toward 3, then goes to inside of 1 to establish inside screen. No. 1 cuts right off 2, and 3 passes to open man. (See page 39.)

PRE-SEASON TACTICS

Rupp's pre-season tactics are interesting and, as in the case of his entire style of play, considerably different from those of most coaches. For example, he uses few fundamental drills. All his time is spent on perfecting actual play situations as they fit into his offense and defense.

The first week of practice is termed "free workouts." During this period the players are unsupervised by the coach, doing whatever they please. The second week finds Rupp on the floor, ready for work. This two-week period conditions the players' feet and legs for hard work.

Not a single defensive technique





1



2



3



4



5



6

is taught during the first four weeks. The time is devoted, as Rupp says, "to building complete confidence in the offense." False moves are eliminated, and the emphasis is on proper execution of assignments.

The Kentucky mentor dwelt at length on present-day shooting. He claims too much stress is placed on one-handed tosses, that 90% of the time they are unnecessary. "Boys stand 20 to 30 feet out front," he says, "with defensive men yards away and then throw up a one-handed shot. The shooting percentages prove they are getting more shots than ever and scoring less field goals."

He does not say there is no place for the one-hand shot. "There are times when the only possible way to get the ball up is via the one-hand method, and when that is necessary it's quite proper."

Shooting fouls one-handed is "ridiculous!" Only a small percentage of the players using that method are successful, he says, adding: "What sense does it make to attempt a sometimes vital free-throw with one-hand when the shooter has no one annoying him and 10 seconds to attempt the heave?"

Unless the player has already proven adept at this method, Rupp teaches him to throw underhanded, "and I'm indeed proud of the Kentucky record from the foul-line over the years."

Screen plays, designed to temporarily impede the progress of a defensive player, are relatively new to the South. Rupp believes that every squad should know something about them, if only to handle them defensively.

SCREEN PLAYS

At Kentucky, Rupp discusses screens in detail at the start of the season and through the early weeks of the campaign. He wants his boys to be able to anticipate them immediately, and to know enough about them to plan defensive tactics during time-outs. A team's inability to do this will cost them a few games every season.

Diags. 11-19 offer a series of both simple and complex screen plays. You'll find these diagrams on pages 39 and 40.

Diag. 11 outlines a simple criss-cross screen wherein two men cooperate to pick off a defensive man. No. 1 maneuvers his man in such a way that 2, by excellent timing, is able to screen his man off on 1 as both offensive players cut for basket.

Diag. 12: No. 1 passes to 2 who dribbles toward basket. No. 1, timing his move carefully, runs his man into 2, who has pivoted squarely into X1's path. No. 2 hands ball to cutter who drives for basket.

Diag. 13: No. 1 passes to 3 and

(Continued on page 39)



7



8

Roll in the Bucket: A good stunt against an over-zealous switcher. The pivot man, after feeding the cutter, rolls toward the basket and takes a bounce pass for an easy layup on the right side of the hoop.



FADE and PASS

GENE ROSSIDES



Harlow's Single Wing



AS the piece de resistance of his lectures at the Eastern Pennsylvania Coaches Association Coaching School, Dick Harlow served up a substantial helping of his renowned three-on-line single wing attack.

A sampling of plays from this unique offense should stimulate some constructive thinking on the part of coaches who, though sold on single-wing principles, find themselves without a rugged block-busting blocking back.

Diag. 1 outlines the basic formation with the line unbalanced to the right. The left end is split a yard, while the wingback (No. 1) is a yard back and outside the right end. The 2 and 4 backs set up $4\frac{1}{2}$ yards directly behind the right end and left guard, respectively. The 3 back deploys directly behind the right guard with his heels on line with the toes of 2 and 4.

The personnel characteristics of the backs are as follows:

No. 1—speed boy, blocker, pass receiver, sweep runner.

No. 2—left-handed passer, blocker, elusive ball-carrier, bucker, and short reverser (most versatile back).

No. 3 — ball-handler, spinner, hard-driving bucker.

No. 4—right-handed passer, off-tackle and sweep runner to right.

Diag. 2. Off-Tackle to Strong Side: Center passes ball with yard lead to 4 back, then pivots left to force defensive R.T. to outside.

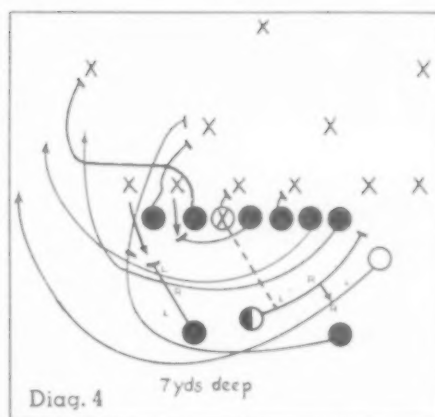
No. 2 back drives at the defensive L.E., using stutter-step to impress him with speed. This slows down opponent and sets him up for block by inside tackle. No. 2 makes slight slip contact with left shoulder and continues downfield for defensive L.H.

No. 3 back steps up with left foot and angles through hole at defensive F.B. for outside-in block.

No. 4 takes snap with cross-over step with left foot and cuts on fourth step. Floats to outside away from defensive L.T. soon as he clears defensive L.E.

Left guard, if fast enough to lead play, pulls and takes first opponent to cross path. Looks for short-side backer-up as he clears line.

Right guard and outside tackle step with left foot and contact defensive guards with left shoulder to contain them inside.



Diag. 4

Inside tackle pulls with right lead step for inside-out angle on defensive L.E. Runs low with legs spread; uncoils with right shoulder at end's "bread-basket," lifting up and through.

Right end and wingback drive defensive L.T. inside. End jab-steps with right foot, contacts tackle with right shoulder to stop penetration. Wingback takes short jab with left foot and a full right step, contacting opponent's left midsection. As wingback makes contact, end works lower body to outside.

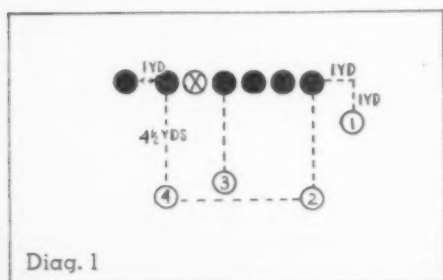
Diag. 3, Angle Buck: No. 3 back receives snap well in front of him. After taking left and right step directly forward, he veers sharply to left between defensive R.T. and R.G.

Left guard steps with left foot to make quick contact on R.T. and drives him to outside. Right guard steps back with left foot and goes into short-side backer with shoulder block.

Diag. 4, Harlow's Best Reverse: No. 3 back takes ball with sharp lead to right, using cross-over step. Hands ball to wingback who has started with snap.

No. 2 back swings slightly to outside and assists 4 back on defensive R.E., if necessary, or continues through to inside looking for first defensive man shuttling toward ball-carrier.

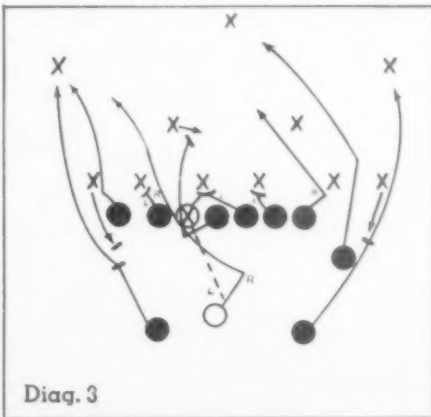
(Continued on page 62)



Diag. 1



Diag. 2



Diag. 3



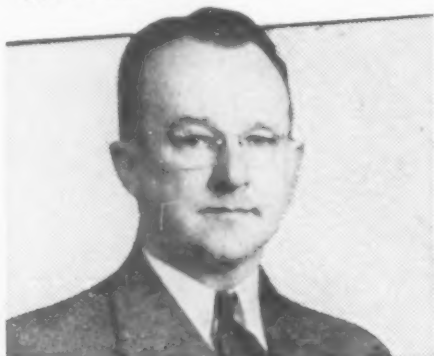


In the Bucket

EXCLUSIVE **SCHOLASTIC COACH** PHOTOS



Ex-Coach Finds "MORE INCOME, MORE SECURITY"



"After 20 years of successful coaching and teaching, I decided to spend my future in the life insurance business, as a salesman for The Mutual Life," says H. Francis Mahoney of Springfield, Vermont.

And Mr. Mahoney points out three big reasons for his choice:

"My income has increased; I can provide more security for my family; and I am making a valuable contribution to the welfare of my community."

"At the same time," he continues, "I have learned that my contacts and experience gained from athletics are assets in selling life insurance."

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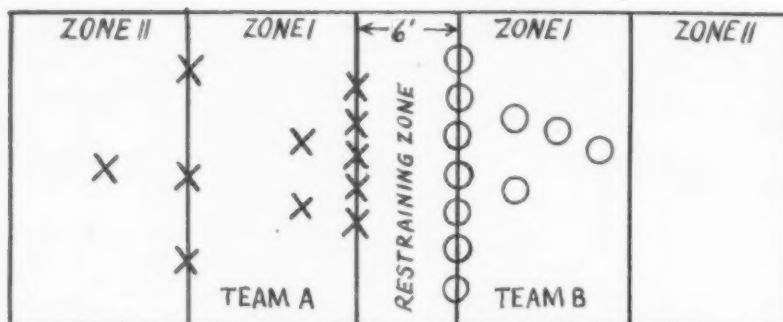
GENTLEMEN:

Please send me your aptitude test.

Name _____

Home Address _____

5-27



Indoor Pass Ball

By FOSTER KEAGLE

Foster Keagle occupies the important post of assistant state director of health and physical education in Illinois.

DURING the war, many school administrators expanded their gym classes to expose the greatest possible number of boys to a rigid daily program of physical education.

The benefits were so apparent that after the emergency was over, many schools continued operating their programs on a daily basis. It is now reasonable to assume that the average teacher will continue working with large classes until such time as additional facilities and personnel become available.

During the years that the program consisted chiefly of conditioning exercises, it was relatively easy for one teacher to handle classes of 40, 50, and 60. But now that the need for total conditioning programs is no longer acute, our teachers are dusting off their old texts for indoor activities appropriate for large groups and which possess more of the game element to them.

"Indoor Pass Ball" fills the bill neatly. It furnishes a surprising amount of activity to as many as 50 players and is extremely interesting to play.

It is played indoors, with a football, on any size floor. Two restraining lines six feet apart are marked or painted across the center of the floor, as designated in the diagram. Two other lines denote the scoring areas.

The two teams line up as in touch football. Team A takes the ball and lines up in offensive formation. The defensive team (B) takes positions on the other side of the restraining line.

The ball is snapped by the center to one of the backfield men, who tries to pass it to any player on his team. Any number of laterals may be thrown. The main idea is to pass, not run with, the ball.

Points are scored by completing a pass into either of the two zones designated in the diagram. One point is awarded for a completion in Zone I, and two points for a completion in Zone II.

The passer must release the ball before being touched by a defensive lineman. Otherwise the ball is automatically awarded to Team B, which then lines up at the center and tries to complete a pass.

The defensive team receives a point whenever it intercepts a pass. It gains possession of the ball as well. Team B also takes possession whenever the pass by Team A is incomplete.

Other rules are as follows:

1. There are no series of downs as in football or touch football. Team A keeps possession as long as it continues to complete passes.

2. The standard blocking rules for touch football are in effect.

3. The first team to score 21 points, wins.

4. The six-foot restraining lines are important. This reduces congestion among the players and gives the passer the needed time to throw the ball.

5. When using 15 or less players on a side, it's a wise idea to number the players on each team so that the offensive positions may be alternated. This gives all players a chance to pass the ball and to play the backfield blocking positions.

6. The defensive players may be stationed anywhere in their half of the floor behind the scrimmage line.

7. All offensive players, with the exception of the four backfield men, must station themselves on the scrimmage line at the time the ball is snapped. The backfield men must be at least a yard behind the line.

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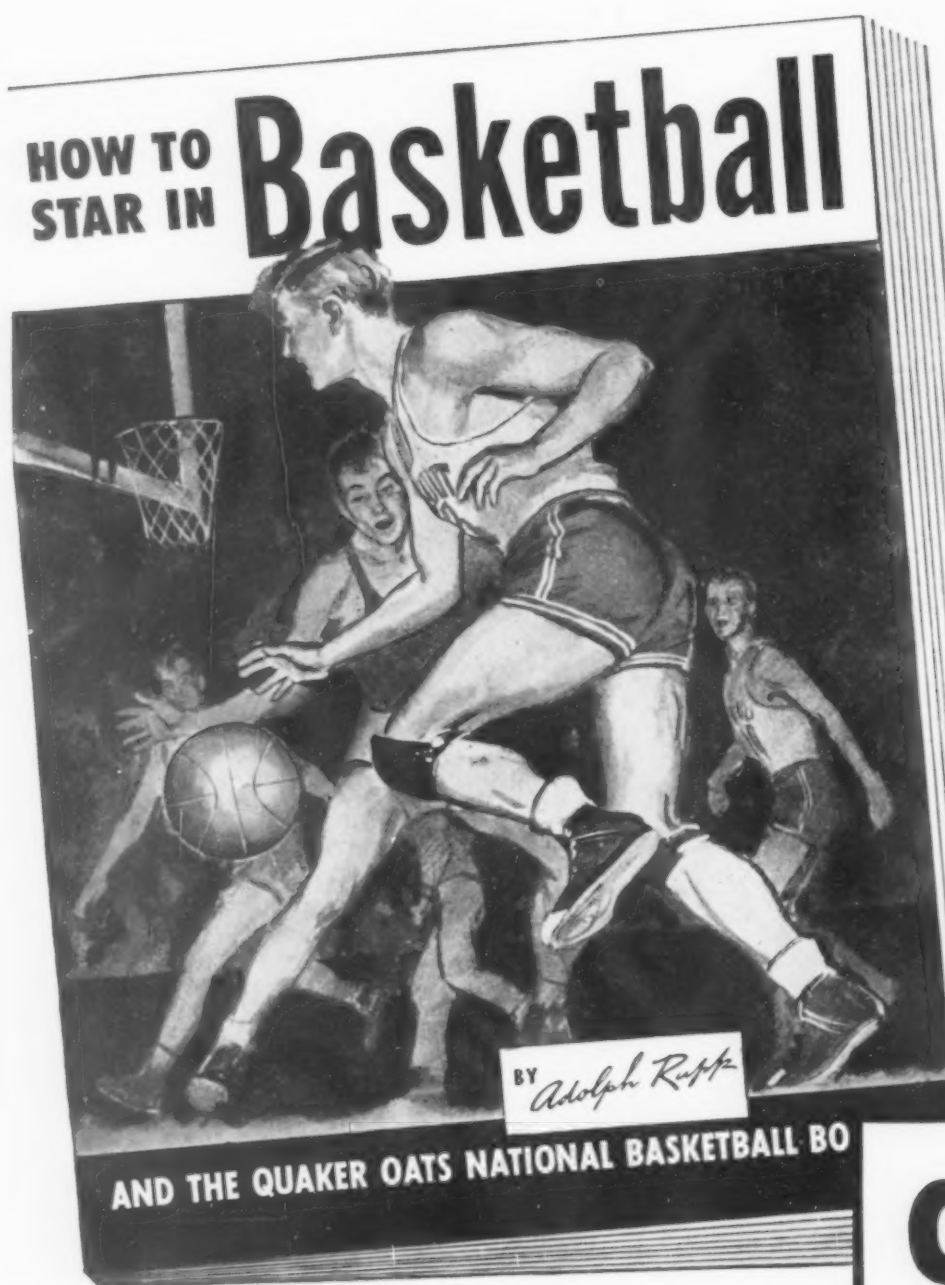
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THE high school coach is a public figure. His work and teaching hit the public right in the eye—on the gridiron, diamond, and basketball court.

Unlike other teachers, however, he is rated on the strength of his wins and losses. The public seldom sees the influence of the coach on his boys—the fruit of his work as an educator—the character and personality changes he effects. The one thing it always sees is the final victory or defeat.

Everybody loves a winner—the coach as well as the student body and community. And let us not minimize the importance of winning. Victory engenders a great deal of spiritual satisfaction and furnishes a powerful motivation for playing.

Talk all you may about playing the game for the game's sake alone. But the coach who isn't interested in winning seldom makes a good coach. He usually lacks a pride in accomplishment.

The winning urge becomes dangerous when it is over-stressed—where winning becomes the sole objective of the game.

Unfortunately, too many coaches are pressured into this by a victory-crazed alumni, student body, or community. Too many communities expect the coach to win all the time, with the result that the coach does many things he wouldn't do ordinarily in order to protect his job.

The coach, therefore, is in a tough spot. He'd like to turn out a winner. But if he is any kind of educator, he will also want to turn out winning characters or personalities.

As a result, he must keep his sense of balance in striving for victory. He must seek to satisfy the dictates of his conscience as an educator, and yet turn out a winning team.

The two objectives are not mutually exclusive. They can be done. Here is a credo the coach



By GORDON LEBOWITZ

EASTERN DISTRICT H.S. (N.Y.C.)

can use as a guide. If he lives up to it, he will be eligible for his wings . . . in heaven.

1. I will not play a boy who is sick, injured, or physically below par. The health of my charges is a prime objective of my teaching.

2. I will insist upon a thorough medical examination periodically for every member of my squad.

3. I will have a physician in attendance at all games and contests.

4. I will seek to inculcate good habits of hygienic living by providing an hygienic environment for play and physical activity.

5. I will endeavor to teach hygienic values of athletics such as proper diet, sleep, rest, and cleanliness.

6. I will seek to serve as a worthy example of good emotional stability and control no matter what the score or decision.

7. I will by word and deed serve as a worthy example of cultured gentlemanly behavior.

8. I will not stoop to any stratagem to gain advantage of my opponent by invoking the letter of a rule, rather than its spirit.

9. I will treat my opponents as a guest in my house.

10. I will respect the integrity and personality of every member of my squad by according him due consideration and teaching time.

11. I will play no favorites and give every boy a fair chance to make the team.

12. I will respect the integrity, honesty, and judgment of every official whom I have selected to work for me.

13. I will abide by the rules of the school and league and never play an ineligible boy.

14. I will try to be a master of my field, always seeking to learn more about the game.

15. I will not seek privilege or concessions because of my position as a coach, but will work for the welfare of the community and the teachers in it.

16. I will not over-emphasize the duration nor the intensity of my practice sessions to the point where they leave my boys too tired for school work or normal social or cultured activity.

17. I will seek to give my boys the proper perspective of the place of athletics in education. Stars and big shots have no place in my scheme of playing the game.

18. I will plan intensively every minute of my practice sessions for progressive skill development.

19. I will seek to inculcate the true spirit of democracy by guiding the boys to freedom of thought, planning, expression, and action.

20. I will be modest in victory and sympathetic in defeat, giving credit where it belongs . . . to the boys.

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Dominate the Zone!

By W. F. THOMAS

REGARDLESS of how you personally feel about the zone defense, it is becoming more and more popular. You can't afford to ignore it. Sooner or later you'll run into one of the things, and if you haven't prepared your boys with a definite plan of attack, that old devil, Defeat, will sock you right between the eyes.

Easily the most popular type zone is the 2-1-2. That's the first type to prepare yourself against. In the past couple of seasons, we have run into two kinds of 2-1-2, as outlined in Diags. 1 and 2.

In (Diag. 1), the side areas are covered by the middle man, with the front-line chaser on the side removed from the ball sliding into the foul-line hole. The rear rebound guard also slides out to cover the side or corner, leaving the guard on the off-side to slide into the lane under the basket.

The chief difference between this and the Z shift (Diag. 2) is that in

the latter the rear guard comes up to play the side spot while the center slides back into the vacated zone under the hoop.

We have found that the Z-shift zone adjusts itself slower than the other and gives the offense more freedom to get off side shots.

Our first weapon against any zone is the fast break. We have our coolest and most experienced operative trail the break slowly and call for a pass-out and set-up as soon as he sees the break has been smothered.

The first few times we gain possession we move the ball around the horn several times to see how the defense is sliding.

(Diag. 3) illustrates our basic floor positions. Each position calls for specific prerequisites. No. 1 should be tall and a strong rebounder, definitely score-conscious, with a talent for scoring from underneath every-

time he gets his hands on the ball. He works on one- and two-hand lay-ups, step-away and hook shots, right- and left-hand pivot shots, over-the-head lay-ups, and tap-ins.

The forwards, 2 and 3, are also offensive rebounders and should be fairly tall. We look for good set shooters from the side who are masters of the up-and-under (fake up with the ball and dribble under). They also drill on one handers following cuts across the foul line, and on set shots from the corners.

We have a pet drill for these boys called "scavenger rebounding." The boys toss the ball against the backboard and let it hit the floor. They then push up one handers from the bouncing or rolling rebound.

Guard 5 is selected for his set-shot ability, ball-handling, and talent for decelerating or halting an enemy fast break.

Guard 4 is our quarterback. He sets up the attack when it is apparent that our fast break has failed. He is a fine ball-handler, split-vision passer, and dead set-shot. We make him a free lancer with the right to cut into any unguarded zone.

Diags. 4-7 illustrate our plays. Notice that the set-up is unbalanced to the right. The left guard, 5, sets up on a line with the basket. No. 4 deploys within 10 to 12 feet of No. 5, never any farther away. He does not get too close to the sideline either, since this would limit his field of action to one side of the front-line chaser.

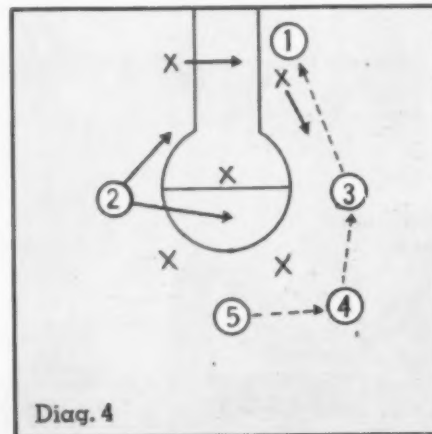
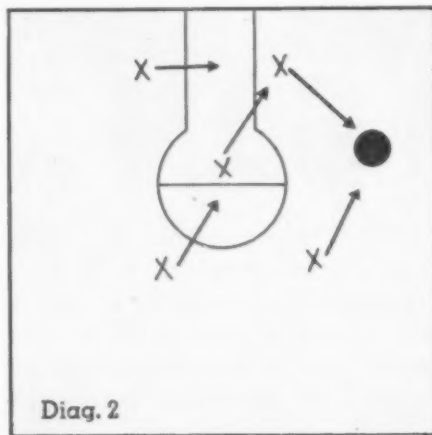
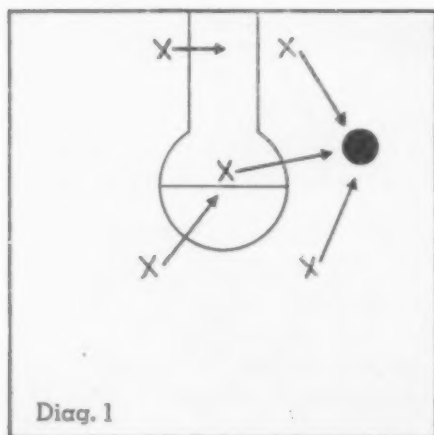
Forwards 2 and 3 move between the front and rear lines of the zone, about even with the foul line, in the open side areas. They also stay far enough away from the sidelines to go in or out.

The big boy, 1, places himself right under the hoop on the strong side.

The attack starts with 4 and 5 exchanging passes until they can slip the ball in to 3. Immediately 3 turns to face the basket, cocking the ball into set-shot position. He may shoot if the zone shifts slowly and he is not rushed. Otherwise he has several options.

If the rear zone guard rushes out, 3 may feed the center (1) with a fast bounce or high overhead pass.

(Concluded on page 22)



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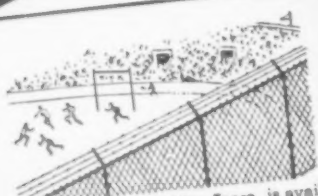
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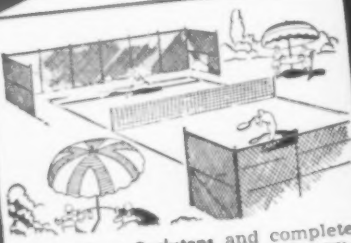
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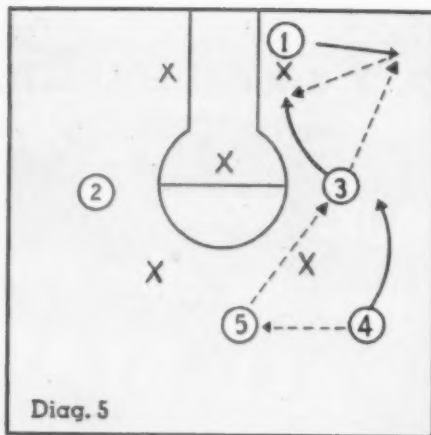


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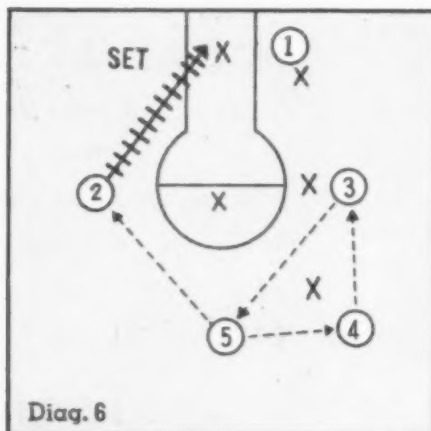
No. 1 then turns and has an easy lay-up (Diag. 4).

No. 3 may also look out of the corner of his eye and hit 2 with a feed, as the latter cuts across the foul line for a one hander.

If 3 sees 1 move into the corner, he feeds him there and cuts for the basket, as shown in Diag. 5. Guard 4 trails for a pass.

If the zone shifts to our right to clog our paths, we swing the ball quickly from left to right to left again and feed in to 2 for an easy set shot (Diag. 6).

We may also work the ball in on the right and then feed 4 cutting down the exposed weak side (Diag.



7). On this cut either 1 or 2 may feed the ball.

While 3 may also feed the cutter, we seldom resort to this pass since it must travel across the entire defensive court, and cross-court passes are dangerous.

To sum up, we first try a fast break to beat the zone back. If this fails, we set up and work the ball to our inside men who shoot over the rear zone men or suck them out of position so that another attacker is left open or is permitted to cut into the open zone.

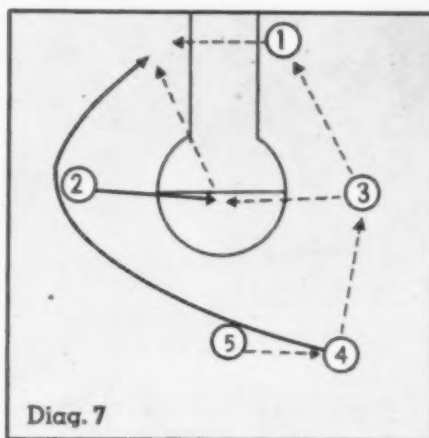
We encourage individual scoring plays such as the up-and-under. Our outside men may shoot if the zone

retreats and gives them time. And, finally, we have three men (1, 2 and 3) in a triangle ready to follow up all shots and scrap for rebound scores (Diag. 8).

By using some such set plan when confronted with a zone defense, you will find your team dominating the defense rather than the defense dominating and befuddling your attack.

Here are a few general tips on attacking the zone:

1. Since the defenders usually play with their hands up, the bounce pass (preceded by an up-



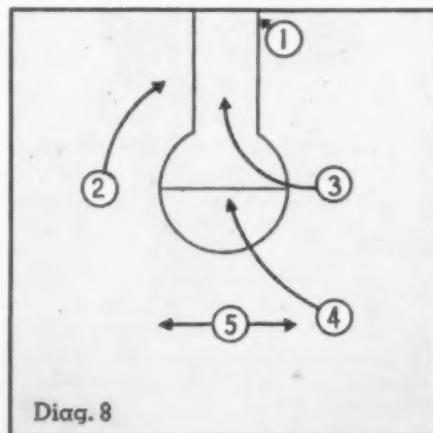
ward fake) is a good working-in weapon.

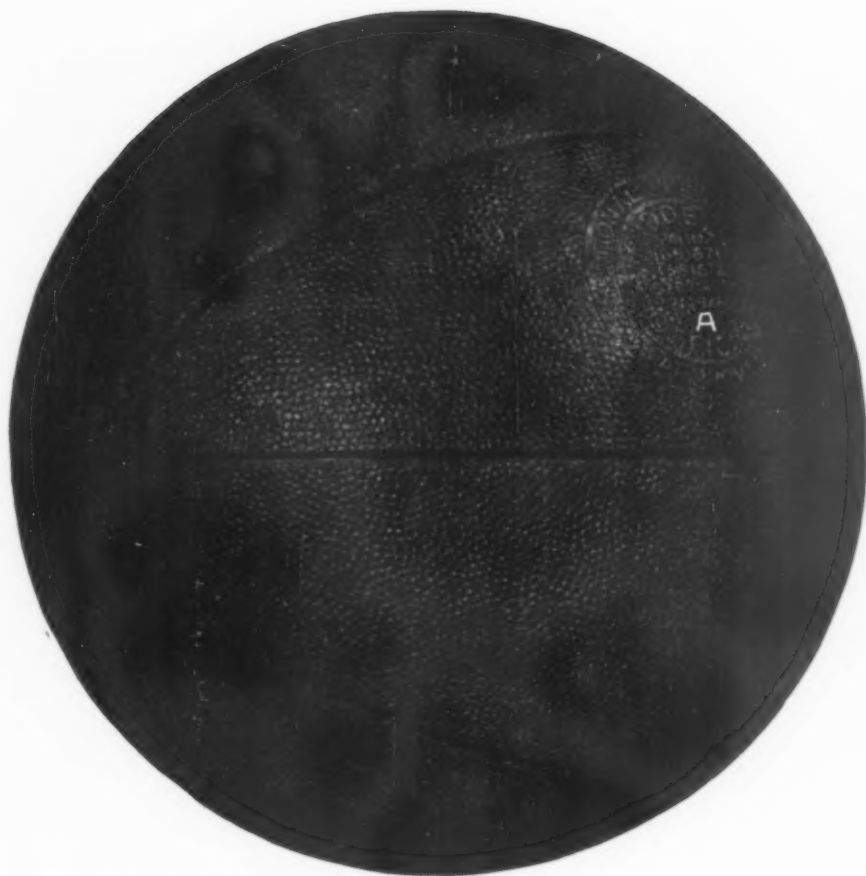
2. Rapid ball-handling is usually effective; the defense can never move as fast as the ball.

3. Overloading, of course, is a stock weapon against all types of zones.

4. Offensive balance is a must. At least one, and preferably two, men should always be back to pick up any fast breakers when possession is lost.

"The article, 'Outlicking the 2-1-2,' by Harry Kellar in last November's Scholastic Coach, came as an agreeable surprise to me," writes W. F. Thomas, of Hancock (Md.) High School. "We have been using a similar offensive for the past eight years. Only we have gone a few steps farther. I believe our ideas will prove stimulating to the nation's basketball coaches."





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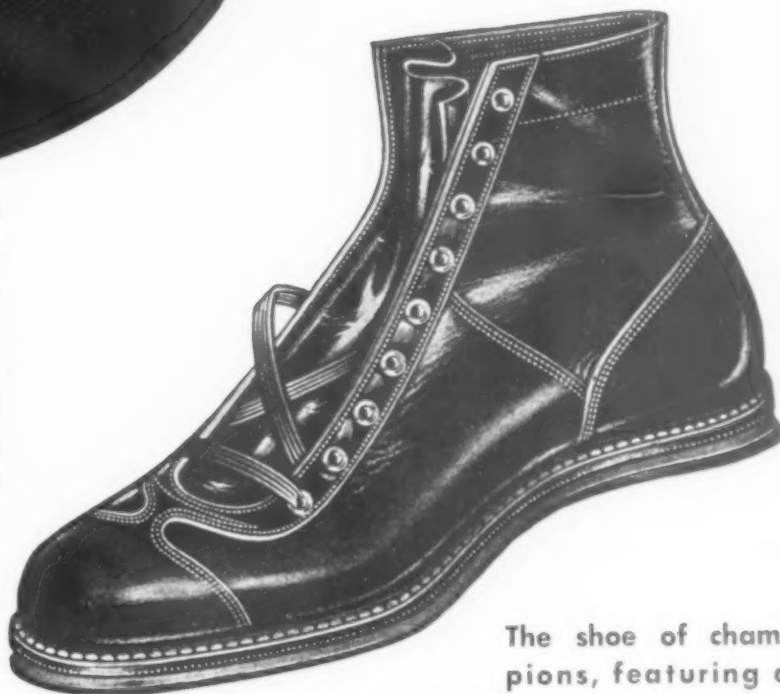


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Defensive End Play

by **BOB PRIESTLY**

He should start with his inside foot and have plenty of momentum when he meets the interference on his third step.

His first responsibility is to plug the off-tackle hole and drive the ball-carrier wide and into the sidelines. He should never widen prematurely and allow the off-tackle hole to open up.

A ball-carrier cutting off tackle is moving straight for your goal line and has become a broken-field runner. He can cut in any direction to evade tacklers. On the other hand, a runner who is moving toward the sidelines can only cut in one direction and that is down the field. Therefore he is much easier to tackle.

On end runs, the end should pull down all the interference he possibly can. Then, even if he cannot make the tackle, the runner is left unescorted and the defensive half-back can tackle him for a loss.

The short-side end should play a little more cautiously than the strong-side end and should be especially alert for reverses coming back to either his outside or his inside.

AGAINST THE T

Against the T formation, the end cannot commit himself until he sees where and how the play is developing. His best move, when deployed in a normal six-man defensive line, is to charge almost straight across the line of scrimmage, stepping first with the outside foot and then with the inside foot.

These steps should be taken quickly, putting the end about a yard and a half into the other team's backfield. He should then play the play. He must be cautious,

however, not to be drawn out of position by any fancy faking or ball-handling.

If the play goes to the outside, he is in a good position to play the blocker and to widen with the play.

If he sees that the play is going to be a pass, he should bore in on the passer.

In most T's, the quarterback does the passing and also calls the signals. If the ends can hit him hard while he is passing, they can discourage him from opening up the passing attack.

The defensive end must keep his body low and his head up. He must meet the interference with his hands and forearm to keep them away from his body and legs.

The "forearm shiver" is an effective weapon for this. It is executed by coming in low and driving both hands up with the wrists locked, hitting the blocker under the shoulders with the heels of the palms. This straightens the blocker up and enables the end to play off to either side of him.

Another good maneuver is to drive the knee and elbow under the blocker's shoulders and straighten him up. This is done in the following manner: As you bring up the inside foot to come into your defensive crouch, simultaneously bring up your elbow.

AVOID PRESENTING TARGET

By starting this maneuver from very close to the ground and bringing up your leg and elbow simultaneously, you give the blocker nothing to shoot at and you can get underneath his shoulder with your elbow. You are often able to shed the blocker with this maneuver and to continue into the backfield without losing momentum.

The use of the "limp leg" is another good defensive stunt. In this maneuver, the end takes his normal defensive charge and plants his inside foot for the blocker to shoot at.

Just before the blocker hits him, he pushes off the inside foot with a sidestep and lands on his outside foot about a yard to the outside of his original position. He then pushes off his outside foot and lands back in the original position after the blocker has gone by.

This is done in one continuous movement and is very effective in avoiding a blocker. The defensive man must make sure to keep his weight down low and step quickly.

The ends must always be on the alert. They must keep their eyes open for plays designed to draw

THE defensive end must be fast, aggressive, clever, and, above all, superbly conditioned. He should adopt a stance which is comfortable to him and which will permit him to get away to a fast start.

Probably the best way to set up is with the tail high and considerable weight on the hand. This stance enables the man to get off fast and low, and to meet the interference while coming up from under.

The end should be able to employ both the two- and the three-step charge. This means he must be able to start equally fast with either foot.

When meeting the interference, the inside foot should be forward, enabling the end to hit the interferers hard and still be able to widen if the play goes to the outside.

Against the single-wing formation, the end should line up about a yard and a half outside his tackle and drive in at about a 65-degree angle.

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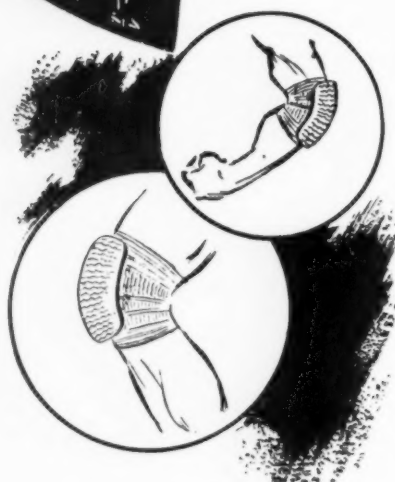
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them out of position and hit to their outside.

Whenever the end sees that a reverse is going to wind up on the other side of the line, he should shout "Reverse!" This gives the other linemen and the backer an inkling of what is going on behind the screen formed by the opposing linemen.

The end should also shout, "Pass!" as soon as he sees a pass play developing. When playing against the T, it is often difficult for the backers and secondary to detect a pass play until the ball is about to be thrown, and then it is usually too late.

The moment an end sees the quarterback fingering the ball as he spins out from under center, he should let everyone know a pass is on the way.

On punts and kickoffs, the ends must protect the outside and be especially alert for reverses and kick-return plays. When going down under punts, the end should not get tied up on the line. If he is supposed to check the opposing end, he should just knock him off stride and then get downfield as quickly as possible.

The wise end does not waste valuable time trying to run away from blockers on his way down under a punt. It is best to run right at the blocker if he is in the way. The end can generally fake the blocker one way and then run to his other side.

This enables the end to get slightly past him. Although the blocker might hit him a glancing blow, he should not be able to knock him off stride.

If the blocker approaches from the side, the most effective way to avoid him is with a quick change of pace and a burst of speed. If the blocker does throw a body block, play him off with the hands or meet him squarely with the hip.

TIPS FOR ENDS

Instructions to ends: Get down the field as fast as you can. If the receiver is set up, take a hard shot at him. If he is moving, play him cautiously. Let him fake all he wants, but be ready to tackle him when he makes his break.

Rushing the passer is one of your most important jobs. Find out from the scouting reports who blocks you on passes and anything you can about his style of blocking. This will be of great help to you.

I like to see an end go driving in on the very first pass the opposition throws and crash into the blocker with his helmet and shoulder. This

is an unexpected surprise to the blocker, especially if he is blocking with a high stance.

Sometimes the blocker can be shouldered back into the passer. The next time a pass is called, the blocker will be much lower and will therefore be more susceptible to a fake.

When rushing a passer, the "limp leg" is also a good maneuver. Go directly for the blocker. Just as he starts to block you, push yourself sideways with your inside foot and land about a yard to the outside. The idea is to get the blocker all set to throw his block and then step away from him and continue on to the passer.

FEINTING

Foot and head fakes should also be employed in avoiding the blocker. Use your hands on the blocker to keep him away from your body. If he comes at you low and from the side, drive your forearm under his shoulder and shoot your hip at the same time. This will shed the blocker and enable you to continue in and tackle the passer.

The best way to stop a passing team is to tackle the passer hard and often. And the best way to tackle the passer is to drive your shoulder into his stomach, pick him up, and slam him to the ground with your shoulder. After a few of these treatments even the roughest of stomachs will become a little tender and the passer will concentrate more on getting away from the tacklers than he will on his passing.

Get to the passer quickly and you will save your teammates and yourself a lot of trouble.

The reason why end play is so fascinating is because it is a specialized position which places a premium on quick thinking and finesse as well as on speed and brawn.

To improve your play on defense, study the plays of the opposing teams. Find out who blocks you and the best way to react on their various plays.

Vary your play in accordance with the down and the position of the ball on the field. Practice your defensive charge and your head fakes and foot fakes until you can do them automatically.

When you master these points you will attain a new confidence in yourself and in your ability to play the end position.

Bob Priestly, end coach at Brown University, played end for Brown in 1939-41, then in a year with the Philadelphia Eagles, scoring both touchdowns in their famous 16-9 defeat of the College All-Stars.

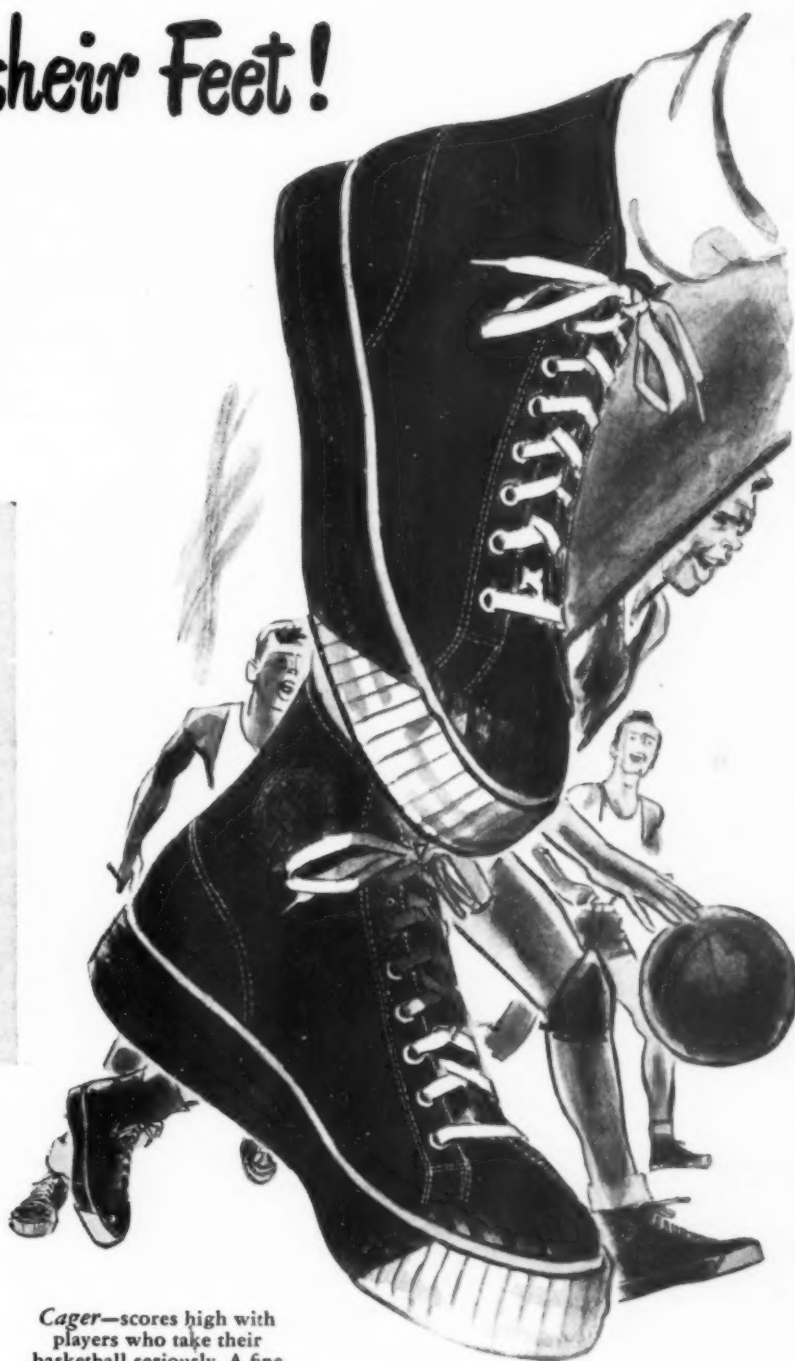
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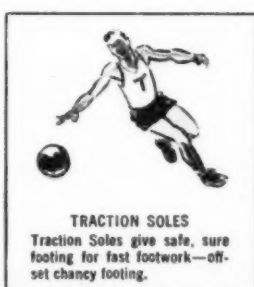
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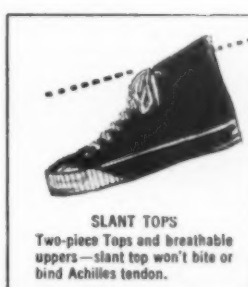
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IS the sportsmanship at your home basketball games all you'd like it to be? How many coaches can answer this question affirmatively? Very few, judging by the wave of "incidents" reported over the country at large last season.

A generation or so ago, the main problem was educating the *players'* concept of fair play. Our coaches met this challenge by assiduously teaching and then stressing the rules of the game. Today the conduct of our schoolboy athletes is generally beyond reproach.

Unfortunately the same cannot be said of our student bodies and adult fans.

Various methods have been tried to inculcate a spirit of fair play among student bodies. These have ranged from carefully planned assembly programs to extemporaneous pleas by the coach or principal right on the court during the game.

Time and again they have implored the fans to exhibit a more sportsmanlike attitude toward the game officials or visiting players.

But these efforts, planned and make-shift alike, have failed. Unless something can be done to curb this crowd hysteria, it may get beyond control.

At the state basketball interpretation meeting at Columbus, Ohio, last December, Mr. H. V. Porter, secretary of the National Rules Committee, made this comment: "A crowd's conduct is proportional to its knowledge of the game."

Educate Your Crowds!

Mr. Porter hit the nail right on the head. Hundreds of coaches and principals have talked to their student bodies in vain. For example, how many times have you used the argument that the visiting team and the referees are guests of the school and should be treated as such? Or that booing and other forms of unsportsmanlike conduct may actually harm your chances of winning the game?

The students will agree—during the assembly program—then promptly forget.

Now don't misunderstand me. I don't claim this method of teaching sportsmanship isn't worthwhile. Everything helps. We must never stop indoctrinating our student bodies in the principles of sportsmanship.

But we must also realize that our students are only a part of our basketball crowds. We must reach the adults as well as the students, if a program of crowd education is to succeed.

Do you know of any better place where this can be accomplished than at the regular home games?

This was successfully accomplished by the 16 schools of the Lorain County, Ohio, high school league the past year. Through the splendid cooperation of school officials, coaches, and basketball of-

ficials, an attempt was made to educate the public in the fouling situations that seemed to cause most of the trouble in officiating. We assumed that an informed public would be a more tolerant public.

A mimeographed manual was sent to all coaches in the 16 county schools and to all officials in the league. The program was divided into two parts and carried out at the first two home games by the officials just before the main game.

Its success was very noticeable. From past experience I feel that we basketball officials can well afford to volunteer the necessary time to prepare properly for these demonstrations.

Don't we do our best work where we know our work is appreciated by the fans and players? Many of us fail to realize how little the average basketball fan knows about certain foul violations. How many of us have been booed for calling an outside ball against a player who comes to a stop with either foot on the division line and then pivots back before passing?

This is an example of how a simple demonstration can fix this rule in the spectator's mind.

There are many other violations and fouls that can be demonstrated to the fans with a minimum of effort. These demonstrations can be made instructive and pleasureable.

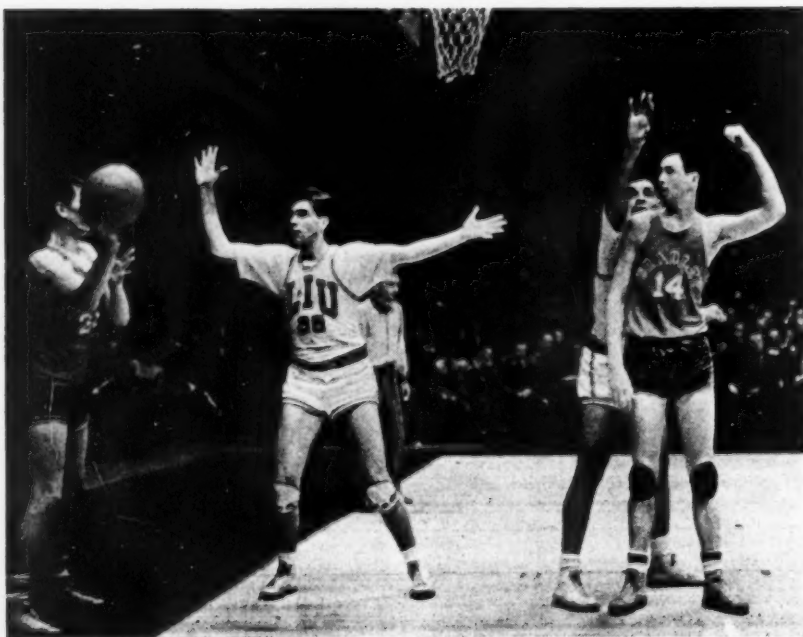
I will outline eight situations you can use for demonstration purposes. These were tried out last year and were very well received by the public.

I. Guarding from the rear. Explain and demonstrate:

(a) That sections of the country where this foul is being strictly called are getting a cleaner type of game.

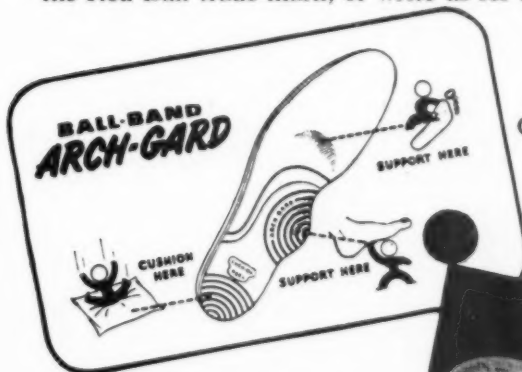
(b) Unless this type of foul is strictly called it will be impossible for a team to develop their offense. This will be a decided handicap to that team when they meet opponents who have had closer officiating in their games and, as a result, have been permitted to work out a good passing offense.

(c) That when a player resorts to "guarding from the rear" he is out of position and has very little chance of gaining possession without committing a personal foul.



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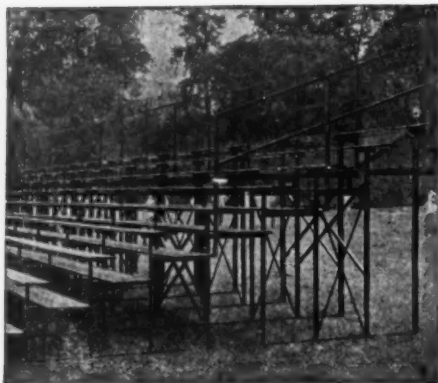
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II. Fouls in "follow-up" territory. Explain and demonstrate:

(a) That there may be contact when players are making bona fide attempts to play the ball. This applies to players who have a reasonable chance to reach the ball without contact and, if they use due care, to avoid contact.

(b) Position is very important in this situation. If a player makes a "broad jump" to follow in a shot, he will be responsible for contact results. A "high jump" is permissible if playing the ball.

III. Fouls involving the dribbler. Explain and demonstrate:

(a) A dribbler cannot charge into nor contact an opponent in his path, nor attempt to dribble between two opponents or between an opponent and a boundary, unless the space is such as to provide a reasonable chance for him to go through without contact.

(b) This means that if the dribbler's path is blocked, he is expected to pass or shoot. If the dribbler attempts to dribble by an opponent, when his path is blocked, the responsibility shall be on the dribbler.

(c) If a dribbler has established a straight line path, he is entitled to such path unless an opponent enters that path in time to give the dribbler a reasonable chance to stop or change direction.

IV. Screen blocks and pivot fouls. Explain and demonstrate:

(a) A player is entitled to take any position on the court not occupied by another player, provided that:

This position is not so close to an opponent (less than three feet) that contact ensues when the opponent makes normal bodily movements.

This position is not taken in the path of moving opponent so quickly that the latter cannot avoid contact.

(b) If contact occurs the player who takes the described position is responsible, unless pushing, holding, or deliberate charging is by the player being screened.

(c) It is legal for a player to extend his arms or elbows in taking a defensive position, but the arms or elbows should be lowered when an opponent attempts to go by, otherwise blocking or holding by the defensive player usually occurs.

V. Pressing in the back-court by defense. Explain and demonstrate:

(a) That this type of defense is becoming more popular each year. It places extra pressure on the offense and causes more fouls. It is necessary for officials to watch more closely for any fouls that may be made in this area.

The types of personal fouls more likely to occur are: "hacking," charging by both offensive and defensive players, and personal contact that occurs in blocks set up to "spring players loose."

VI. Opponents diving for a loose ball. Explain and demonstrate:

(a) This kind of play leads to a rough kind of game and unless checked at the very outset may mar an otherwise fine contest. A serious injury may also result.

(b) That position is of utmost importance in ruling on this play. The player who first reaches the ball should be protected from opponents pushing or charging him out of the way. However, if opponents are in favorable positions to reach the ball, serious contact may result. This is classed as an accidental contact and not as a foul.

(c) If a player progresses by sliding on the floor with the ball, he is traveling.

VII. New boundary lines where space is limited. Explain and demonstrate:

(a) Why it is necessary to establish a new boundary line on small courts.

VIII. Cases of accidental contact (no foul). Explain and demonstrate:

(a) That while basketball is theoretically a "no-contact game" it is obvious that personal contact cannot be entirely avoided when ten players are moving rapidly over a limited playing space.

(b) That there will be some duplication in the demonstration of this type of contact but that it is necessary to inform and show to the public that judgment is involved in ruling on contact, where:

1. Opponents have made a bona fide attempt to play the ball.
2. A player's position is such that he can reasonably expect to gain the ball without contact.
3. A player uses due care to avoid contact.

A program of this kind will be worthwhile in any community. It will require work and organization from someone in your school system or league.

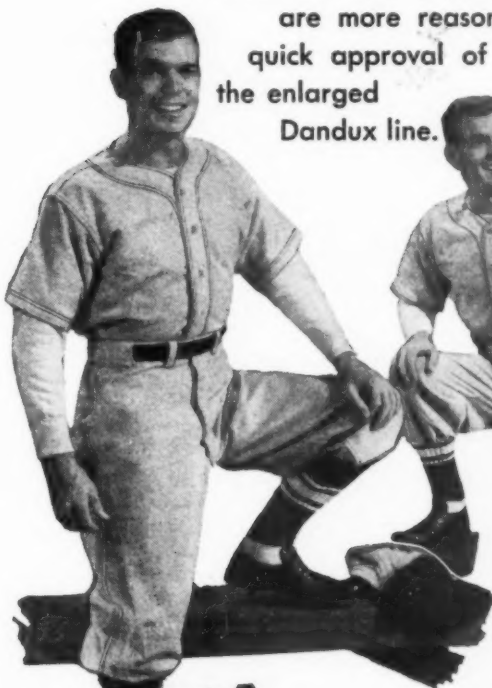
Your local situation may require a little different treatment than offered in this article, but if your school and adult sportsmanship needs improving, try this plan.

A. N. Smith, visual education director of the Elyria (Ohio) Public Schools, is thoroughly acquainted with the sportsmanship problems of both coaches and officials, having coached football and basketball for seven years and officiated for the past 15 years. In addition to being a member of the Ohio Football Officials Assn., he is president of the Northern Ohio Officials Assn.

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BASKETBALL RULES CHANGES



MARKED steps have been taken in the development of the basic principles on which the entire basketball code is built. Thanks to this progressive trend, the coach or official may now exercise a high degree of logic in interpreting the code. He no longer is required to learn dozens of rules for specific situations.

The new code contains many changes, only a few of which affect actual play. The remainder represent improvements in organization and wording which, by eliminating imperfections of past years, add to the logical nature of the code.

Three noticeable changes embrace complete restatements of the dead-ball rule (4), the personal and technical foul rule (4-7), and the personal foul penalty (10-7-Pen.). A brief outline of the 1947-48 changes include:

Equipment: The 3-foot restraining line is now mentioned in 1-2. A specific target behind the basket ring is mandatory when transparent backboards are used. This is a rectangle 24 inches by 18. For the small board, the base is not needed. Section 13 provides for a legal ball but does not require a new ball.

Duties of Officials: Sections 5 and 6 of Rule 2 are entirely rewritten. They replace the archaic provisions of the old sections and also include the necessary parts of old Sections 13 and 14. The requirement that Official hand (not toss) ball to a player who is to throw the ball in from his front court is now included here. Last year, it was hidden in a note which followed 7-7.

Provision for a silent (instead of an audible count) is made. The statement concerning when the whistle shall be blown is more accurate than

By H. V. PORTER

Secretary, National Rules Committee

that which appeared in Section 13 in previous years. Authority to "banish" an offending spectator or coach is in Section 6. Further authority is in the last paragraph of penalty under 10-6. Specific instructions as to proper procedure in accepting a substitute are given.

Duties of Timer: Fourth paragraph of 2-11 is revised to provide for stopping the clock during last few minutes of a game. Also last sentence of this section now refers to an "unsportsmanlike foul" (instead of a flagrant foul). Hence, a foul which occurs after time has expired is ignored unless it is of an unsportsmanlike nature. This is on the assumption that certain fouls which do not endanger health to a flagrant extent, might still be unsportsmanlike.

When Ball Becomes Dead: Section 2 of Rule 4 is entirely rewritten. The previous section had a number of inaccuracies and omitted coverage for several situations. The previous vague terms which left the reader in doubt as to exactly when ball becomes dead have been eliminated. The new section is based on the fact that Official's whistle seldom kills the ball. In most cases, the whistle is merely a method of announcing that some act has killed the ball.

As an illustration, if a player steps on a sideline while holding ball and then throws for goal, ball became dead as soon as the foot touched the sideline and, even though Official's whistle may not have been blown until after ball had left player's hand, the goal does not count since it was made with a dead ball. In a few cases, Official may find it necessary to kill the ball. In that case, his

whistle is the act which causes the ball to become dead.

As far as actual procedure is concerned, the rewritten rule does not cause any change from what has been considered good practice. Rather, it provides complete coverage for a number of situations which were not properly covered and it gives specific instructions for certain situations whose coverage was previously vague.

When Dead Ball Becomes Alive: Section 3 of Rule 4 specifies the exact time ball becomes alive. The relation of this to the time the clock shall be started is indicated in 5-10. A change in Section 3 provides that after a throw-in, ball becomes alive when it touches a player in the court. In past years, it became alive when it crossed the boundary plane. This led to complications in the case where the first throw-in violation (failure to throw the ball to another player within the court) was followed by the ball going out of bounds without touching anyone. This was a second violation for causing ball to go out of bounds since ball became alive when it crossed the boundary plane.

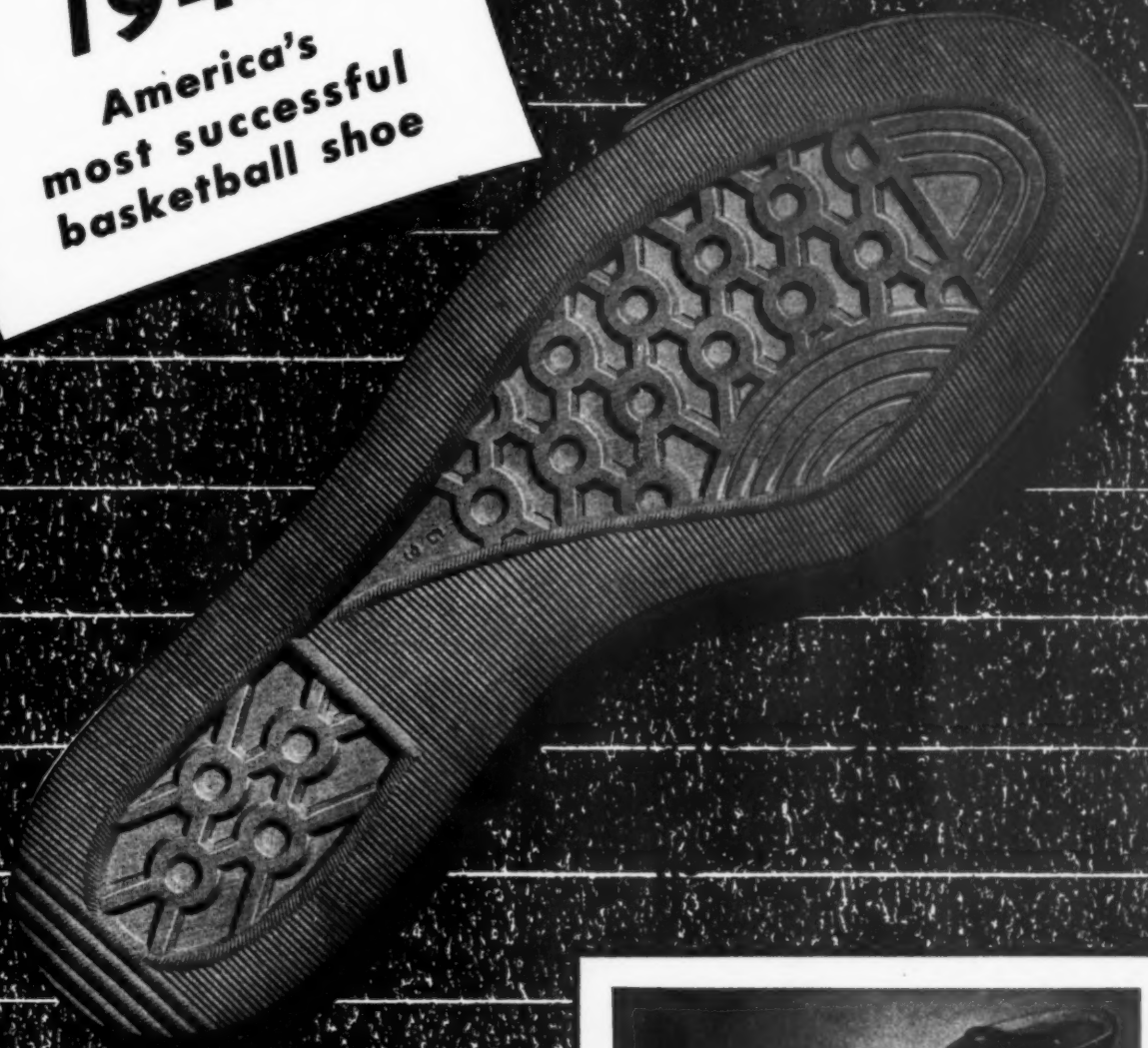
Under present statement, it is not a live ball which goes out of bounds and it is not a violation for a player to cause a dead ball to go out. Hence, there is only one violation, i.e., failure to throw the ball to another player within the court. This also has a bearing on certain situations, such as where the player out of bounds throws ball against back of the backboard or against a support. The ball is still dead at the time. Consequently, it is not a violation for causing the ball to go out of bounds. The only violation is for failure to throw the ball directly to a player in the court.

This has been interpreted to mean that if the player out of bounds throws the ball into the basket supports or into the basket or against the back of the backboard, he has not thrown the ball directly to a player in the court. Hence, he has violated the throw-in rule and ball is awarded to the opponent out of bounds at the spot from which it was thrown in. This affects several infrequent situations where ball might rebound from the back of the backboard into the hands of a teammate or into the hands of an opponent who may be out of bounds or inbounds. In all cases, the violation is by the player who threw the ball in.

Definition of Fouls: A personal foul occurs while ball is in play. Any foul (contact or non-contact) which occurs after play has been suspended is of a technical nature and penalized only in case it is of an unsportsmanlike nature. This is on the assumption that the reason for penalizing minor contact fouls, such as inadvertent holding or running into an opponent, is that the act may have prevented the offended player from trying for goal or getting into position to receive the ball.

It is obvious that such an act does

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not adversely affect the player if it is during the period when play is suspended. Unless this interpretation is used, it would be necessary for Official to call a personal foul on a player who accidentally contacts an opponent while the ball is being taken to the free-throw line for a free throw. If any such act is penalized, it is because it is of an unsportsmanlike nature. In that case, it is technical.

In reality, the penalties are about balanced, since a technical foul is less severe in the sense that it is not charged but it is more severe than a personal foul in the sense that the throwing team retains possession after the throw.

Under the new definition, a personal foul always involves two opponents, i.e., the one who fouls and the one who is fouled. Contact between a player and either an official or someone on the bench is not a personal foul.

There may be some question in connection with determining when play is suspended. Most groups will choose to interpret this as meaning the same as when the ball is dead. Others may elect to interpret this as meaning the time when most of the playing activity has ceased. In actual practice, it will not make much difference.

When to Stop Clock: In the college game, all mid-period Official's intermissions have been eliminated. The Timer is instructed to stop the clock for each dead ball after 17 minutes of play in the second half. It is not necessary to notify the teams or the coaches. The Timer is the only one who is involved. For the extra period, the first 2 minutes are played without stopping the clock for each dead ball. But during the last 3 minutes, the clock is stopped for each dead ball.

In the high school game, Official's intermissions are taken in the 2nd and 4th quarters as in the past except that the intermission occurs at the first dead ball following 5 minutes of play. This leaves between 2 and 3 minutes of the quarter. If this is in the last quarter, the clock is stopped for each dead ball during this 2 to 3 minutes. Since the high school extra period is 3 minutes or less in length, the clock is stopped for each dead ball during the entire extra period time.

Under these circumstances, there is no incentive for coach to make unnecessary substitutions during the last few minutes or to perform other similar acts in order to get the clock stopped. Also, Officials are relieved of much responsibility in connection with what constitutes delay of game. Since the clock is not running during held balls or similar occurrences, there is no incentive for players to delay in an attempt to consume time. Since the clock is not running, no time is consumed and each team has an equal opportunity.

Adjacent Positions During Jump: The rules have provided for alternate spaces on the free-throw line during the free throw. The new rule extends this to cover positions on the restraining circle during a jump. A1 and A2 may not occupy adjacent positions on the circle if an opponent desires a place between. It is not necessary for the opponent to always appeal to the Official. If he attempts to crowd between two nearby teammates on the circle, one or both of these players are expected to move. If they do not, Official has authority to penalize for delay of game or for unsportsmanlike conduct.

The rule also applies to jumps which are not in a restraining circle. In that case, the emergency circle (which may be less than 12 feet in diameter) is considered the same as the actual marked circle.

There will be some borderline cases in which players move from one position to another position on the circle immediately before the ball is tapped. Official has considerable discretionary authority in these cases and it is not probable that they will be any more difficult than in past years. Several important conferences are experimenting with a modified rule which requires all jumps to be held in one of the three circles.

Penalty for Personal Foul: This penalty has been greatly simplified. No changes in meaning are intended, but many of the old unnecessary duplications have been eliminated. The new penalty is a comparatively simple statement which covers all of the situations which were in the complicated statements of former years. The right of a Captain to decline a free throw is in Section 8, since it is a unit in itself and not a part of the penalty. When a Captain chooses to retain possession at mid-court, he does not decline the penalty but only part of it. The foul is still charged. The Captain merely declines the free throw which is a part of the penalty.

Further Improvements. Rewording has taken care of certain omissions or misleading statements in other sections. 8-5 now contains an exception which has always existed but which was not covered. The last sentence of 7-7 gives definite coverage for restraining line situations. Heretofore it was hidden in a note.

Available Basketball Material:

1. Rules Book.
2. Play Situations Book.
3. Basketball Meeting Folders.
4. Basketball Program Folders.
5. Sound films, *Basketball Up-to-Date* and *Basketball By-the-Code*.
6. Article, *Basketball in 1948*.
7. Bulletin Board Press Sheets.
8. Plates to illustrate articles and program sheets (Press Service).
9. Material in Rules Supplement for assembly or service club talk.
10. Specialties in 1947 Basketball Player Handbook.

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A Hard-Hitting Message to Your Athletes and Students

from **CARL SNAVELY**

Head Football Coach, University of N. Carolina

The famous football coach of North Carolina University has been identified with the training of athletes for the past quarter of a century. In that time, he has prepared thousands of boys for the rigors of the toughest body-contact game in sports. So when he says, "Avoid beverage alcohol in any form," his advice commands respect and attention. Like every discriminating coach concerned with the health and future of his players, Coach Snavely is aware of the menace of alcoholic beverages. The simple truth is—alcohol is a powerful depressant, not a stimulant, which impairs the fine coordination of mind and muscle. Coach Snavely's timely message appears on the next two pages. Place it on your bulletin board where it may be read by every boy and girl in your school. It may be easily removed from the magazine by turning back the staples with a knife or letter opener. For additional posters, check the Master Coupon under "Alcohol Education" on page 71.

ALCOHOL EDUCATION

ALCOHOL



ALCOHOL

"One of the best pieces of advice I can give every high school boy—athlete or otherwise—is to avoid drinking alcohol in any form. Every coach knows that alcoholic beverages ruin the coordination of mind and muscle, impair judgment and act as a depressant. They severely handicap the athlete—no matter what the game—and destroy all the qualities essential to success in life.

That's why I say: Don't drink to be 'sociable' or to be 'smart.' Why put something into your system that helps destroy it?"



SAYS *Carl Shavelly*

FOOTBALL COACH, UNIVERSITY OF NORTH CAROLINA

Facts in Alcohol Education For Coaches and Physical Education Directors

QUESTIONS and ANSWERS on *alcohol*

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being but over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good For the Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

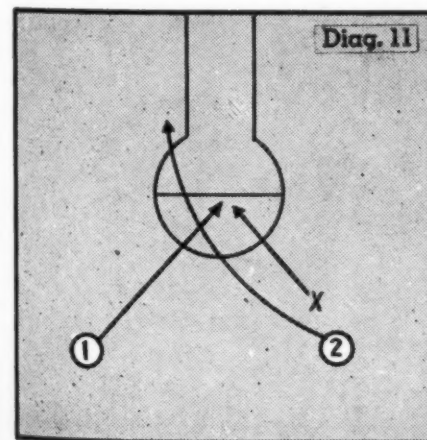
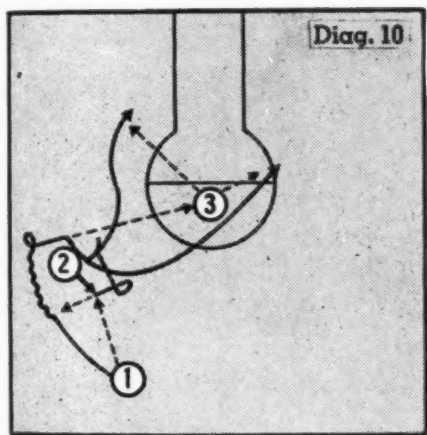
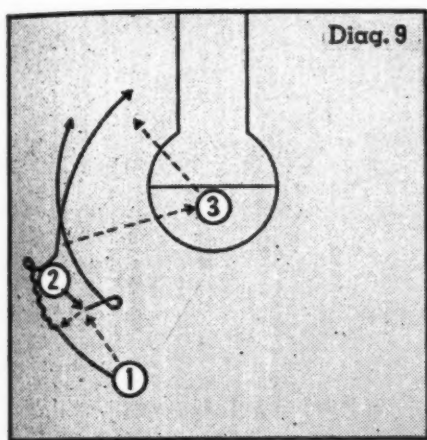
NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

Kentucky's Offense

(Continued from page 9)

cuts around him. If open, 1 gets return pass. It is assumed, however, that X3 will shift to 1 and that X1 will take 3. No. 2 times his movements so that he cuts directly behind 1 as latter is breaking for basket. X2 is thus screened off, permitting 2 to take pass from 3 and drive in for lay-up.

Diag. 14, Inside Screen: No. 1 passes to 2 who relays to 3. This feed is made before 1 sets up screen on inside of X2. No. 2 cuts behind 1 and it is assumed X1 will switch to 2. If switch is made, 1 will be on inside of X2, enabling him to roll



From Gym Play
to...

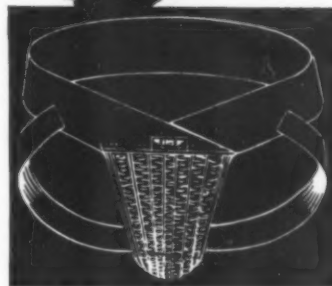
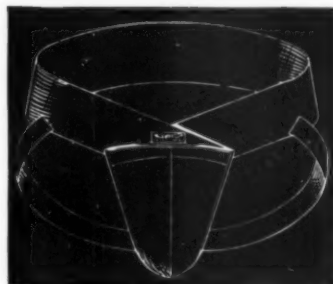
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*The Olympic Champion Apex basic construction is protected by U. S. Pat. 2,301,066—no licenses have been granted any other manufacturer.

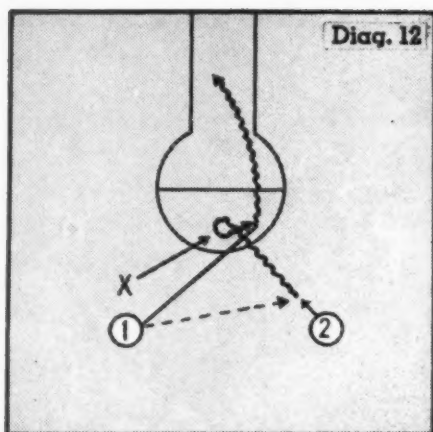
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Diag. 12

in toward goal for pass from 3.

Diag. 15, Guard-Around Play: No. 1 passes to 2 who tosses to 3. No. 1 follows his pass and uses 2 as screen, cutting so close to him that X1 doesn't have clear path to stay with 1. Latter receives pass from 3 as he cuts for basket.

Diag. 16, Back Screen: No. 2 cuts across for screen position behind X1. No. 1 swings around his guard and dribbles toward basket as X2 shifts to take him. Whereupon 2 cuts for goal and takes pass from 1. In either case, 2 is behind X1 and has inside position on him for cut to basket.

Diag. 17, Guard Across: After passing to 3, 1 cuts behind X2. As soon as screen is closed, 2 cuts for basket.

Diag. 18, Double Screen: No. 1 passes to 2 and goes on inside to screen X2. No. 2 passes to 3, then goes around and screens X1. No. 1 rolls out of screen and cuts around 3. No. 2 also cuts for hoop, if he winds up on inside of X1.

Diag. 19, Lateral Screen: Usually used in a continuity type offense or as a screen between center and forward. No. 1 screens X2, and 2 cuts for basket. It is assumed X1 will pick up 2, in which case 1 will be open.

Here are some general tips on offensive play:

1. Get the ball away from the defensive basket as quickly as possible.

2. Against a zone defense, be careful with your passes and follow up all shots.

3. Always keep two men back on offense to pick up any fast breakers when you lose the ball.

4. Avoid the habit of taking a short dribble before passing. This slows up the offense.

5. When freezing the ball late in the game, don't stand still. Pass the ball rapidly and keep threatening to score. When the defense closes in, go ahead with your plays.

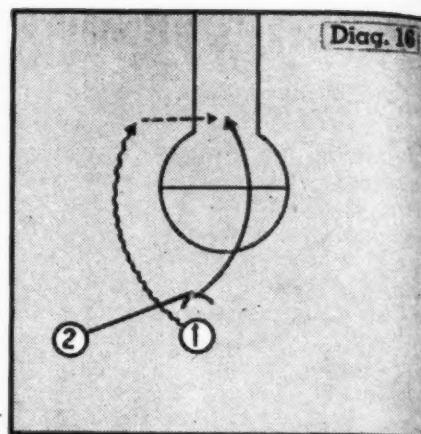
6. Play as fast as you can against a poorly conditioned team; try to wear them out.

7. Keep the ball moving. Every pass creates new situations and possibilities.

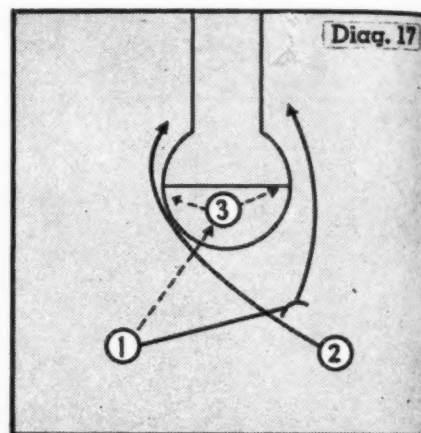
8. The best weapon against a zone defense is a good fast break. Try to beat the defense to the front court.

9. Never pass to a man who is covered no matter how loudly he is calling for the ball.

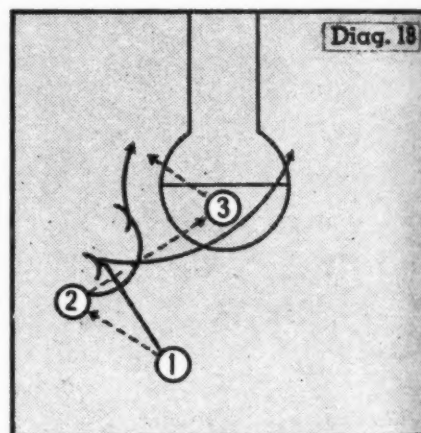
10. In the back-court, move toward the ball; not away from it.



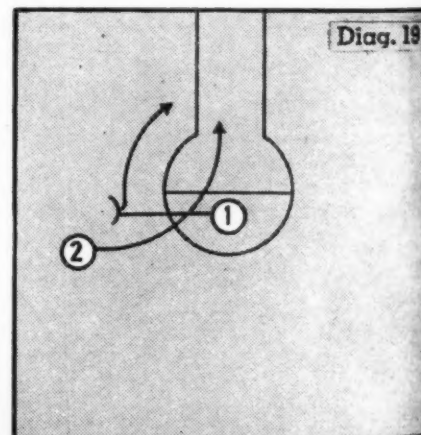
Diag. 15



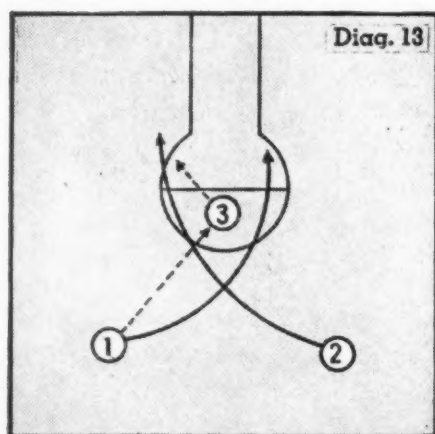
Diag. 16



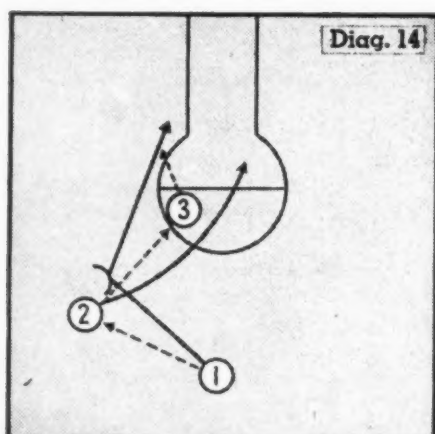
Diag. 17



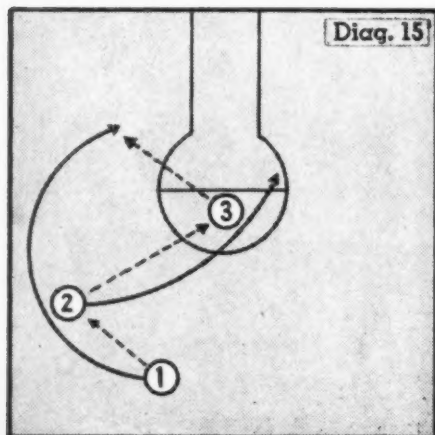
Diag. 18



Diag. 13



Diag. 14



Diag. 15

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CROSS-COUNTRY can be fun!

by W. HAROLD O'CONNOR

CROSS-COUNTRY is the cod liver oil of distance runners. It supplies the endurance vitamins they so urgently need. But how they hate to take it!

Cunningham hated it; MacMitchell gritted his teeth and bore it; Dodds grinned and headed over the hills. They all recognized the fact that the hill-and-dale sport is the price one must pay for success in the mile.

So tell your beginning high school miler that he can shave the seconds from his five-minute mile by taking to the hills this fall. These are the months that make milers.

Long ago our doctors figured out a way to take the curse off cod liver oil. They flavored it with a mint that killed the taste but not the value. Why not do the same with cross-country? Why not fun-flavor it for your milers?

COMMON PRACTICES

Many coaches merely put their squad through a few calisthenics and then say, "O.K., jog the course." or, "Take three miles today at half speed." or, "Go two miles at racing speed."

The boys do it, and often they stick through the season and win races. But they still grumble and growl at cross-country. To them I can only say, "You're right. Cross-country racing is a tough hard sport."

To the coach I might add, "And since the racing is tough, why not try to make the practice fun?" Whenever you want a boy to do over-distance work at three miles or four miles, why not flavor it with a game?

After all, your object is to get the over-distance work in. Making it fun for the boys won't lessen its value.

I like the old-fashioned Paper Chase or Hare-and-Hounds Race for over-distance work. Give your weaker runners a five-minute handicap and have them leave a paper

trail for your better men to follow. Set certain boundary limits. Get into the game yourself, if you're still in condition to do it, and watch the boys eat up the miles without noticing the effort.

You'll be surprised to see how relaxed they will be at the end of a distance that might have severely taxed them, if run as a regular assignment.

One of the principal problems in developing neophytes is to get them to hold a certain pace. If you have your course well measured and marked, you can make a game out of this work too.

Divide your squad into teams, being sure to balance them fairly well. Have at least one veteran or good man in each group. Send your weakest group out with a handicap and then send the other groups after them.

Make it a rule that the groups must not separate. They must catch and pass the handicap men as a group. The good men cannot leave the weaker ones; they must try to bring them along at a pace all can follow. The first group in wins the race.

Call it, as I do, a Sadie Hawkins race or Convoy, or any name you wish. It is pace work with a flavor.

HEARTACHE IN THE HILLS

Hills are the heartache of cross-country. The boys need plenty of practice on them. We can't cut them down, but we can dress them up.

Most of you have noticed that the best hill climbers are usually short stocky fellows who seem to be able to keep their regular stride up the hills. The long-legged fellows are forced to cut their stride.

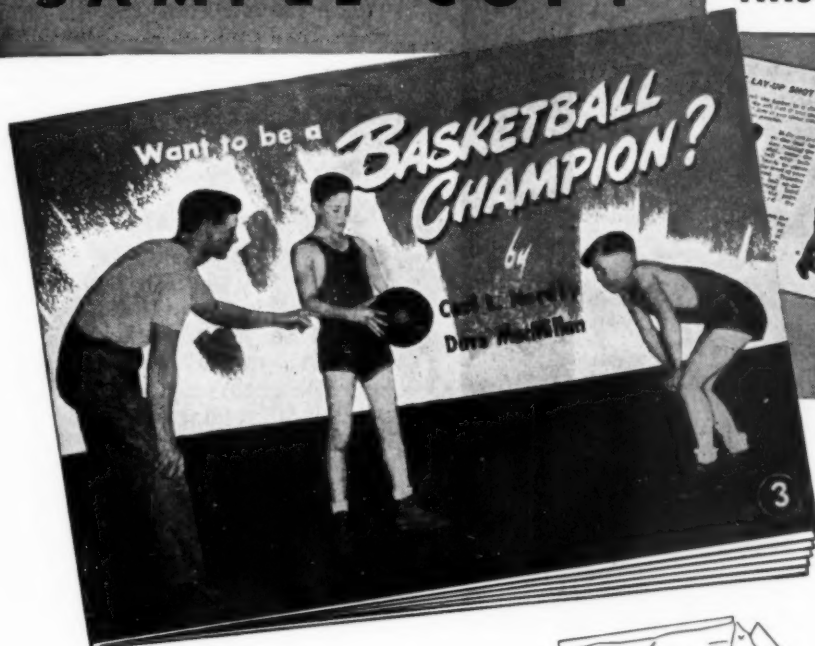
I like to spice up this type of practice by running what I call "Pick-Ups" or "Passing the Buck." Without warning, the captain or I will call upon certain runners to pick

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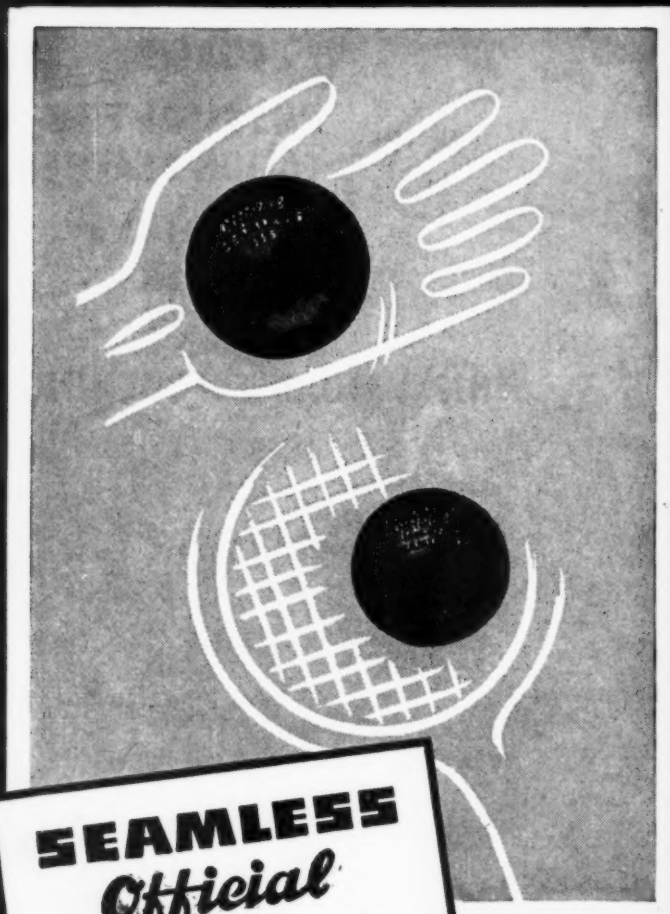
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up the lead and set the pace over the hill. At the top the pacemaker "passes the buck" to another runner who sets the pace down hill. Another man may take over on the level.

This gets the runner thinking in terms of moving up at various points on the course. In this way you can also throw the burden on the boys who need it most.

Among other things you may attempt, if you have a squad with good spirit, is a night flashlight race. This is similar to the paper chase except that the quarry do not have so much of a time allowance and are required to flash their lights at regular intervals.

The game is best held along fairly clear trails or paths, although cutting across open fields may be permitted. The game is different from other practices and provides fun while supplying plenty of distance work.

RELAY RACING

This year, as part of my practice, I plan to introduce cross-country relay racing. I expect to use this in speed work, trying to spot my boys so that the final leg will provide close competition.

By matching the boys on the early legs of the race in such a way that the lead switches back and forth, I hope to get the same results as I might with time trails.

I have been playing around with the thought that this type of race might be used as an actual competitive event between schools. If the distance covered by each man is not made too great or if the race could be worked up on the medley relay idea, it might prove interesting. The great popularity of relay racing has set me wondering how it might work. Teams of five or of seven boys could easily be used.

Another way of taking the curse off regular practice is varying the course. By laying out several different courses of different lengths and in different directions, you can alleviate the dullness of running the same course over and over again. Nobody enjoys that.

No one of these tricks will guarantee a top flight cross-country team. But the use of several of them can make cross-country less tedious. Once you get the boys out running, a little fun will make it easier for you to hold them.

W. Harold O'Connor, a Scholastic Coach contributor of long standing, is the eminently successful track coach of Concord (Mass.) High School.

by ROBERT D. KNOX

Basketball Ability Tests



ABILITY tests have always fascinated the coaching fraternity. Working as they do with large squads, limited facilities, and stringent time schedules, they are always on the lookout for practical devices which can separate the chaff from the wheat among the candidates and thus permit more time to the actual coaching of the sport.

That's why I believe the ability tests contained herein will interest every basketball coach. They offer a valuable screening device which will greatly expedite the evaluation of any group of team candidates.

These tests were originally given to all the boys in a league of eight B high schools. The criterion for validating the tests was the scoring of the varsity players. If the tests really determined ability, it followed that the varsity members should score in the top five.

The tests passed with flying colors. In each school, at least four out of the five varsity members finished in the top-five on the test scores. What's more, nine out of the ten squad members in each school appeared in the top-ten rankings.

The author also used the tests with his own high school squads for four years, with practically the same results. When the test was administered to the U. of Idaho basketball squad in 1941-42, it predicted four out of five on the first team and nine out of ten on the squad.

The tests require no complicated gadgets or machines. They are based simply on inherent ability to execute four fundamental movements. All of them are performed against time.

Speed-Dribble Test. Four chairs are placed in a straight line so that the first one is 20 feet from the starting line and the others 15 feet apart. The starting line is 65 feet from the endline of the court.

The subject stands behind the starting line with a basketball in his hands. At the signal, "Ready, go!" he dribbles in and around the



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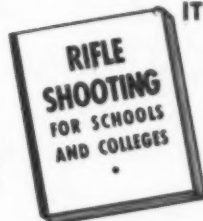
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obstacles, then weaves back in the same manner.

Wall-Bounce Test. The subject stands with his toes behind a line five feet from a wall. The object of the test is to ascertain how long it will take him to chest-pass the ball against the wall and catch it, 15 times.

The subject starts passing the ball at the signal, "Ready, go!", and continues until he is told to stop. The tester starts the watch on "go" and counts silently. The watch is stopped as the ball hits the wall the 15th time.

Each subject is allowed to pass

the ball four times for practice. The ball must be definitely caught, not batted, after each pass.

Dribble-Shoot Test. Using the same starting line as in the Speed-Dribble, arrange three chairs directly in line with the basket, so spaced as to divide the distance into four equal segments. (Entire course is 65 feet.)

The subject stands behind the starting line with a ball in his hands. At the signal, "Ready, go!", he dribbles in and out of the obstacles towards the basket. Upon reaching the goal, he tries to lay in the ball. (If he misses the first shot,

he keeps shooting until he makes a basket.)

He then recovers the ball and dribbles back around the obstacles to the starting line. The total elapsed time represents his score.

Penny-Cup Test. A 20-foot course is set up with a "signal line" eight feet from the start. Three ordinary tin water cups, painted blue, white and red, respectively, are placed in a vertical line five feet apart at the finish (20-foot mark).

The subject stands behind the starting line with his back to the cups. He has a penny or some other small object in his hand. At the signal, "Ready, go!", he pivots and races towards the cups.

As he crosses the "signal line," the tester calls out one of the cup colors. The boy is then supposed to drop his coin into that cup.

The watch starts on the signal "go" and is stopped at the sound of the coin clinking into the cup. The test is repeated four times, the total elapsed time representing the score. The subject is allowed to run through the test once for practice.

The tester will need some practice here in manipulating the watch and giving the signals. It is confusing at first to have to give the starting signal, then the color signal, and then have to listen for the clink to stop the watch.

ONE READING

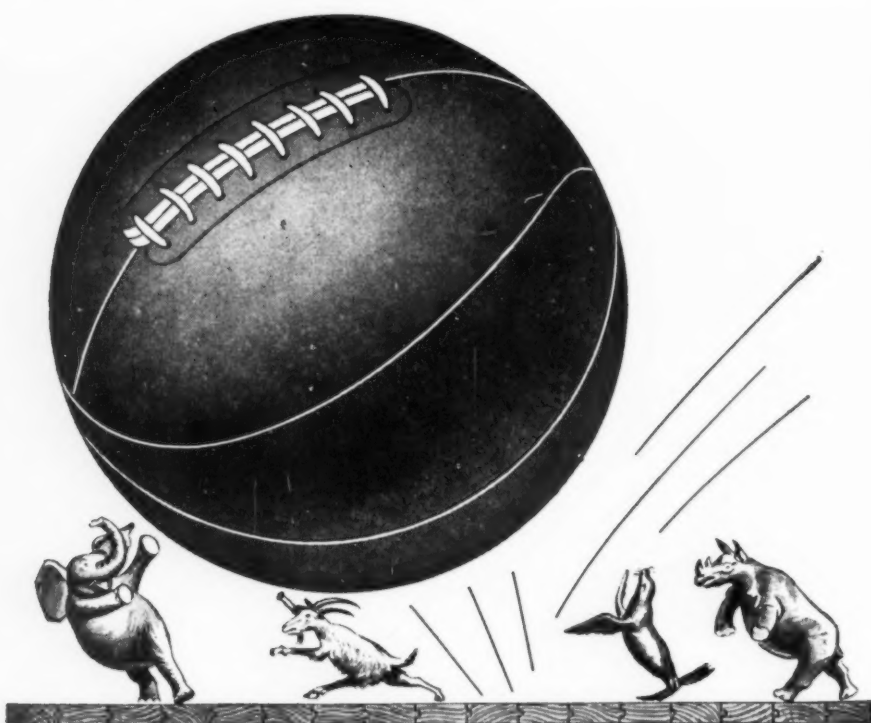
A watch that can be stopped and started without returning to zero, will facilitate the timing and scoring problem. In this case, the time for each trial will begin where the previous trial left off; and the time at the finish of the fourth trial will represent the total elapsed time.

This procedure requires only one reading of the watch, thus eliminating the necessity for four readings and a summation.

The reliability of each test and the total score was determined by the Pearson Product-Moment correlation technique. A group of 50 high school students, selected at random, were tested and re-tested to obtain data for these computations. The results follow, with the figures representing reliability coefficient:

Speed-Dribble, .71; Wall-Bounce, .784; Dribble-Shoot, .579; Penny-Cup, .904; Total Score, .88.

As you will notice, the reliability coefficient of the dribble-shoot is so low as to be practically useless for predictive purposes. Yet this particular test, in actual practice, proved to have greater predictive value than any of the others.



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"In December 1942, Scholastic Coach carried an article by Perry Culp, Jr., entitled 'Basketball Ability Tests,' which described a series of screening devices I devised while at the University of Idaho. The tests aroused a great deal of interest, for I received many letters from all sections of the country asking for more specific information. That is the purpose of this follow-up article."

ROBERT D. KNOX

Asst. Professor
Oregon College of Education

This paradox may be attributed to the fact that the test is a great deal more reliable when used with varsity groups. Most boys in these groups will consistently hit on their first try and thus will approximate the same score on re-tests.

In the non-player group, on the other hand, success on the first try depends somewhat on luck, and thus repeated tests will show great fluctuations in score.

It is believed, then, that this test is quite reliable when administered to members of player groups (first and second teams), but that its accuracy cannot be depended upon with members of the non-playing groups.

The boys should be motivated to try their hardest. If a boy accidentally mishandles the ball or loses control so that his score is affected to a considerable degree, he should be re-tested.

For example, in the dribble-shoot the ball may roll around the hoop three or four times before falling through, so that a boy's time will be one or two seconds slower than it should be on that test. Obviously this extraneous factor has nothing to do with his ability and he should be re-tested.

Occasional fumbles while dribbling will also affect the score adversely out of all proportion to the boy's ability—a re-test is indicated.

Announcements of the scores serve as a good motivating, competitive device.

The four test scores for each individual should be added together to obtain his total score. No single test seems to correlate with or give an indication of specific game skills such as shooting, faking, or guarding. Apparently the only useful indicator is the total score.

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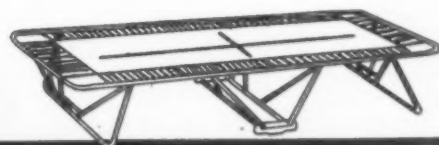
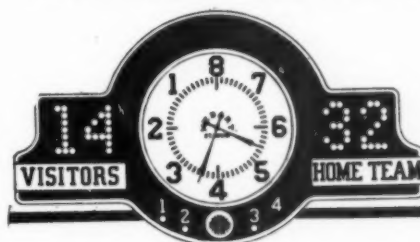
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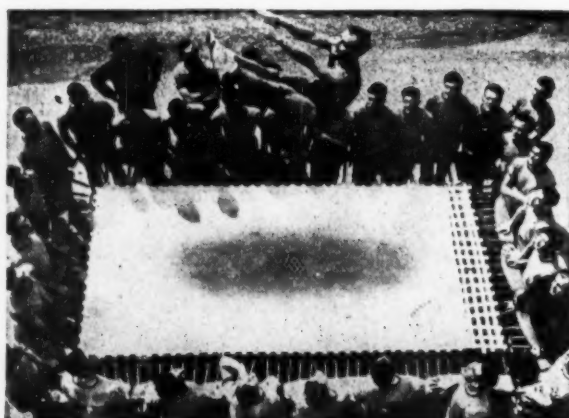
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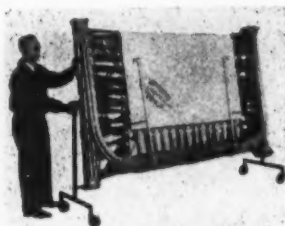
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WE WORK a little every day
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Seven men hit it at one time at the
pass of the ball.

This drill teaches the defensive
line to work and charge as a unit,
to get the jump on the opponents
and to set them back on their
haunches before the attack can de-
velop.

It's a good idea to "reward" the
last man hitting the machine with a
few extra laps around the field.

Falling on the ball is another im-
portant fundamental, and we don't
overlook it in our drill program.
We pair off the players, then throw
or roll a ball toward them. They
dive after it, fighting for the recov-
ery. We want them to practice
blocking one another away from the
ball as they go for it.

At this point, I'd like to touch
briefly upon our defensive tackle
play against the end and wingback
combination. Our method is ortho-
dox in that it is used by most lead-
ing coaches.

TACKLES PUNISH ENDS

We want our tackles to punish the
end with a forearm shiver from the
beginning to the end of the game,
hitting him about three times and
keeping him at a distance so that
he cannot effectively block or slip
out quickly on pass plays.

We tell our tackles not even to
try and play both of the men (end
and wingback), but to concentrate
on one, depending on the down and
yards to go. Fake one and play the
other, that's the idea.

If the tackle finds himself caught
between the two, he drops low,
spreading his legs wide, and pivots
backward and around toward the
pressure side. Nine times out of ten
he will pivot into the ball-carrier
and have a good chance to bring
him down.

We use the cup defense in which
every man must set up with at least
one hand on the ground. That goes
for the ends, too. At the snap of the
ball, every man charges fast and
hard, going straight in for at least
one yard, then dropping to all fours.

Our end play varies with the
down, yardage to go, and the type

Lineman

by ART SHOUSE

of offensive formation. After charging for one yard, they change their direction inward to about a 45-degree angle and drop to all fours. They then raise up slightly and converge on the ball-carrier. They never slide and always are on the alert to protect their lane.

We warn our guards and tackles against being let through without opposition. When this happens, we want them to drop to all fours and retract to the line of scrimmage. We have drills for tackle against end and wingback, and also for guards and tackles against mousetraps, but we won't go into detail here.

In protecting for punts, we form a wedge from tackle to tackle, pushing inward and blocking with the forearms from a semi-upright position.

We block similarly on short quick passes. But since we can't wedge on long or delayed passes, when linemen are pulled deep or to the side, it is frequently impossible for a protector to stay with his man too long with this upright forearm block.

We tell our boy, when he feels he is losing his man, to fall into a long side-block with his head pointed toward the side his man is trying to pass around, and dog him in a crab-like manner until the pass has been thrown.

After the ball is released, we want our linemen to cover by side-tracking laterally in the direction of the pass. Many a touchdown has been averted by this safeguard.

Believe it or not, we work on stance from the beginning of the season to the end. We have our boys so conscious of good stance that we notice them checking it even in game competition.

When we feel they have absorbed the rudiments of stance, we check by having them run under ropes with their backs parallel to the ground. This drill teaches the boy the correct way to run—back parallel to ground, head up, eyes open, legs spread, arms pumping, and feet driving with choppy steps.

This is the second of two articles by Art Shouse, former U. of Florida guard who now coaches the line at Hillsborough High School, Tampa, Fla. A great fundamentalist, Art is recognized as one of the finest schoolboy line coaches in the South.



The Cartridges That Will Help You With "Below-Average" Shooters

If you're facing the problem of encouraging the beginners and mediocre shots on your squads, may we suggest 2 things.

First, that you standardize on Western Xpert 22's. That puts all shooters on an equal footing because the fine uniformity and performance of these cartridges is second only to the best Match Ammunition. Xperts are smokeless and non-corrosive, with greased lead bullets.

Our second suggestion is the kickers' handicap. It gives all shooters a chance to "even up" with the standout shooters. Here's how it works. You allow each shooter to specify the number of points handicap *he wants* at each range. When he shoots, add his handicap to the total. Then, penalize him 2 points for each 1 that his total of actual score and claimed handicap exceeds the "possible".

Obtain Western Xpert 22's from your regular source of supply. They are being supplied as rapidly as possible. Western Cartridge Company, East Alton, Illinois, Division of Olin Industries, Inc.



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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Neatest bon mot of the month about Brooklyn. First Yankee rooter: "What should be done about Brooklyn?" Second Yankee rooter: "The only thing you can do about Brooklyn is put a tent over it and charge everybody 25¢ to get out."

The tears are flowing like root beer at Champaign (Ill.) High School. The U. of Illinois has "swiped" its crack basketball coach, Harry Combes. In nine years under Harry, Champaign won 273 games and lost only 30. They were state champs in 1946 and runners-up in '45 and '47.

Nearly everybody is wild about Harry (Stuhldreher) at Wisconsin, but he has his critics, too. One of them wrote a letter last year suggesting that Harry be replaced with two high school coaches—Earl Wilkie, of Edgemore Academy, and A. J. Barrett, of Madison East.

This letter infuriated Harry's son, Skippy, who plays quarterback for Madison West. Skippy swore he'd write a letter in return. "No," his Dad said. "That won't do. On this job I've got to take this sort of thing. And you've got to take it, too."

"I won't take it!" Skippy shouted. "Those two bums, Barrett and Wilkie! Why, my coach at Madison West, Willis Jones—he's the guy who should get your job!"

Before Frank Leahy finishes his career as a character builder, he probably will have compiled the most formidable coaching record of all time. Look at the way he is going:

School	Year	Won	Lost	Tied	Pct.
Boston Coll.	1939	9	1	0	.900
Boston Coll.	1940	11	0	0	1.000
Notre Dame	1941	8	0	1	1.000
Notre Dame	1942	7	2	2	.778
Notre Dame	1943	9	1	0	.900
Notre Dame	1946	8	0	1	1.000
Total		52	4	4	.929

On the high school side of the field, our candidate for the blue-ribbon coaching record is Len Watters, of White Plains (N.Y.) High. Since 1929 Len has turned out eight unbeaten football teams and never has had worse than a 6-4 season record! Watters, who'd rather be licked by a good club than crush a setup, has

really gone intersectionalist this year. He has booked Hazelton, terror of Pennsylvania, and Alliance, an Ohio powerhouse.

Bo McMillin's eldest son, Jerry, is playing his first season of football at University High (Bloomington, Ind.) and, judging by his performance in his first game, is going to be quite a ball player. He raced 97 yards for the first t.d. and subsequently broke loose for two more scores.

At the coaches association meeting last winter, somebody asked Bo where he meant to send Jerry for college. "Well," Bo said, "if he's a good football player, I reckon I'll ship him up to Northwestern and let him play for little old Pappy Waldorf. If he's a great player, I'd admire for him to go to Michigan under little old Fritz Crisler. If he's a super player, I expect the right place would be up with little old Earl Blaik at West Point. And if he's sensational, then he's gonna play for little old McMillin."

During the Army-Notre Dame game last season, Arnold Tucker, the Army quarterback, intercepted three of Johnny Lujack's passes. On the train coming home, Coach Leahy drew Johnny aside and said, "Tell me, John, why did you throw so many passes to Tucker?"

"Coach," Lujack grinned, "he was the only man open."

"You might be interested in our definition of football," writes George A. Stromgren, basketball coach of the California Aggies of the U. of California. "We have it posted on all our bulletin boards and it has had quite an effect on the boys.

"Football is HELL. To win, ya gotta give 'em hell. To lose, ya get plenty of hell. What's it gonna be this Saturday, hmmm?"

Who said an ace in golf is tough? According to George T. McCarthy, of the U. S. Rubber Co., 661 holes-in-one have been chalked up so far this year—the best mark since the war

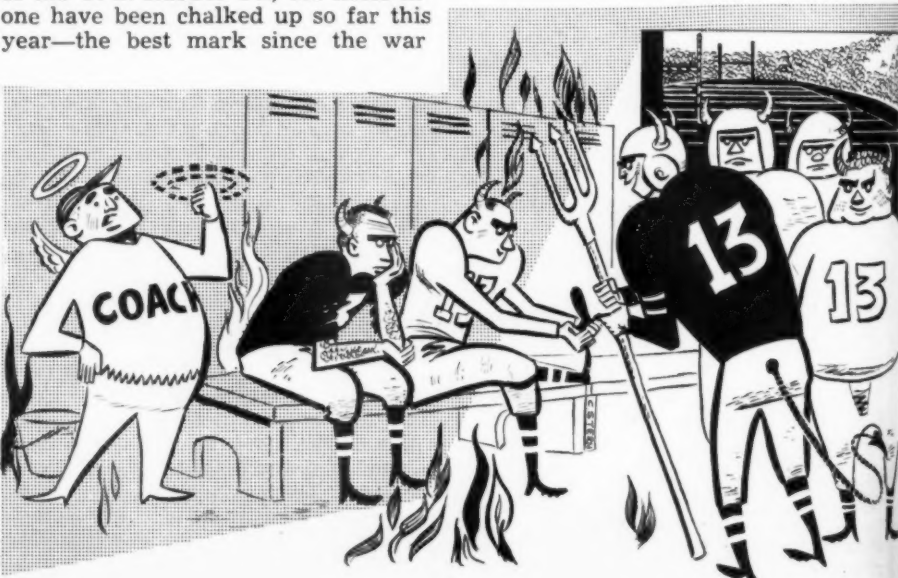
Aces were relatively scarce during the war, dropping to 182 in 1945. The best year on record was 1941, when 1,976 golfers turned the trick. McCarthy sends a medal to every player recording an ace. He estimates that there are 4,000,000 golfers in the U.S. today, compared with 2,500,000 before the war.

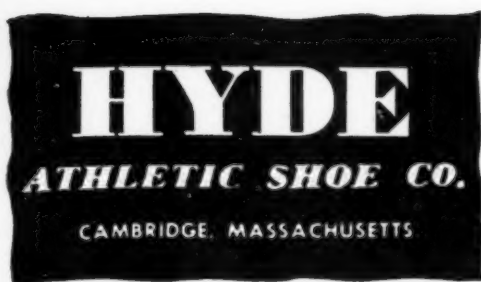
During a lull in the contest between India and the Ukraine for a seat on the United Nations Security Council, the delegates clustered about two television sets in the press lounge to watch the progress of the world series. When the fifth round of balloting in the U.N. meeting was due, one wag remarked: "Well, we gotta go back into the hall now to see how the Indians and the Reds are making out."

Hey, all you Gopher State football men: Is it true what Bernie Bierman says about Minnesota? He claims that Minnesota high schools are producing less and less good football material because they are confined by weather to a brief season, barred by state rule from holding spring practice. And corrupted by a poisonous passion for baseball, which is slowly crowding football off the calendar.

One of our friends had occasion to visit a small elementary school early last month. The principal proved to be a nice, genteel old lady. After talking shop for a while, the principal invited our friend to visit the teachers' rest room on the top floor. They walked up four flights, opened the door and there, huddled around a radio listening to the world series, were 20 kids.

The gray-haired old lady explained apologetically. "You see, I always expect a lot of hookey playing during the world series. And rather than have the kids stay home, I prefer to let them listen to the games in school. At the same time I can't excuse everybody. So I give every pupil a





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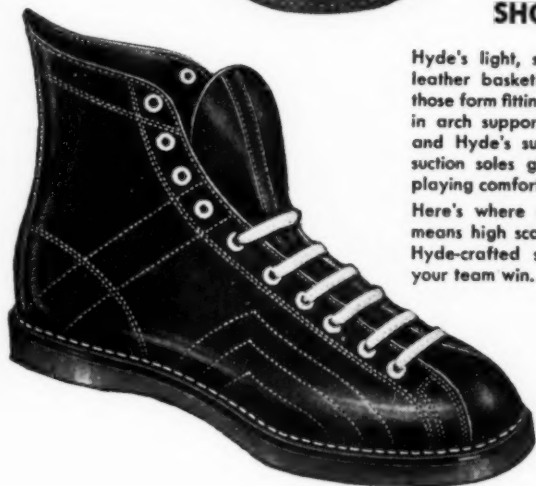
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test. I ask them to write the names and positions of 25 major league players. Anybody who can do that is a real fan and deserves to be excused from class to listen to the series. The kids you see here today are those who passed the test this year."

When Ellsworth Vines donned coaching cap and gown at the U. of Iowa last month, he became the first famous golf pro to take over such a job. And why not? More and more ex-pro athletes are gravitating toward the college coaching game. This is particularly true of baseball. Now coaching college baseball are such distinguished former big-league stars as Ethan Allen, Jack Coombs, Wallie Roettger, Bib Falk, Jack Barry, Wallie Gelbert, Johnny Vergez, Max Bishop, Ray Schalk, Larry Gardner, and Joe Judge.

One of the most intriguing hypochondriacs in college sports last season was Sid Tannenbaum, NYU's all-America basketball star. Keeping Sid in uniform was about as easy as set shooting an elephant. He sincerely believed he suffered from every foul plague known to medical science. Ministering to his needs was an aegean chore, but trainer Jake Weber managed it ingeniously.

In one game, for example, Sid suddenly staggered over to the sidelines and gasped that he just couldn't go on, that he was completely exhausted. Weber quickly reached for his famous spray gun. "Don't worry, Sid," he assured the swooning athlete. "I've got just the thing for you." Thereupon he sprayed Sid heavily with an aromatic liquid. After the application, Tannenbaum perked up. "Ah, that's better. I can go back now."

For the rest of the season, every time he needed resuscitation, Sid asked for the spray. It always worked. He never did find out that the magic resuscitant was a simple mixture of water and oil of spearmint.

Football coaches having trouble with late comers to practice can borrow a page from Ray Eliot's training book. The Illinois coach has a masterfully simple training rule. If a player is ten minutes late to practice, the entire squad must work ten minutes longer. Needless to say, the late-comer's teammates take care of him in their own way.

Not too long ago a sportswriter asked Roy why he changed his name from Nusspickel to Eliot. He got an instant answer. "Wouldn't it sound terrible," Ray said, "to hear the stands give three cheers and a locomotive for Nusspickel!"

Our favorite repository of aromatic fiction—Collier's—popped up with a masterpiece of absurdity the other week that ought to be stuffed into

a time capsule and interred forever in the blackest hole of Calcutta. The story, "Banner Over First," was obviously pitched at the baseball clientele since it concerned itself mainly with the details of a fictional big-league game. Here are a few of the cannonball errors we spotted:

1. Ninth inning. Visitors at bat. One run behind. One out, man on first. Batter lays down a sacrifice *bunt*!

2. Teams take the field without going through formality of batting practice.

3. Veteran first baseman magnanimously tips off his rookie replacement to watch opposing pitcher's "hooks." Pitcher is a "master of curves."

4. Hero, in sliding, "takes off in the dirt." (What else can he take off from?)

5. First inning, one out, man on second Manager calls for run-and-hit.

6. Man on first, none out, bunt coming up. First baseman fields ball. Pitcher covers *first* (wow!), second baseman backs him up. Author lauds shortstop for covering second. (What else could he do?)

7. Ninth inning. Visitors up, one run behind. Men on first and second, one out. Big slugger at bat. He *bunts*! Who fields ball along third-base line? —the *first* baseman! He throws to third. Third baseman *tags* out runner.

Stuff like this killed vaudeville. We hope it doesn't massacre the national pastime. The story winds up in a blaze of death-bed confessions, cleared-up misunderstandings, and all the other formulized *Collier's* bilge. Since we love the magazine, we mercifully won't go into the details.

Of Ed Stanky, Dodger second baseman, it is said that he can't run, throw or hit—but that he is the best second baseman in the league. All this is highly exaggerated, of course. But Stanky does possess one of the keenest baseball brains in captivity.

We saw him make a play last season that was just about the greatest piece of heads-up baseball we have ever seen. With a man on first and none out, the opponents put on the run-and-hit. The runner started moving with the pitch and the batter rapped a smart liner over second.

Stanky, moving to his right, didn't have a chance for the ball. But he noticed that the runner was charging with his head down. Without a second's hesitation, Stanky dove through the air and feigned a catch. The runner, seeing Stanky dive, came to a stop and looked around confusedly. By the time he discerned the hoax, the centerfielder had come up with the ball. So he had to be content with advancing only one base. Eventually he reached third, but there he remained. This "stolen" run saved the game for the Dodgers.

We like Stanley Woodward's fare-thee-well to Larry MacPhail: "Baseball won't be the same without MacPhail. It will be better."

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By LES BECK

The Official in Action



AT the risk of sounding banal, I'd like to state that good officials are vital to the conduct of all athletic contests. Everybody is aware of this. Yet how many games are ruined every season by lack of knowledge, carelessness, or inefficiency on the part of the officials?

Humans are prone to err, and no sane coach expects perfection. But I believe every coach has a right to expect a workmanlike job from the specialists he hires to officiate.

To you men who want to become officials, I say: Either seek to do a good job or forget it. Your very best will never be more than adequate.

Now let us get down to cases. My first piece of advice is to accept and verify all assignments, then stick to the assignment. Do not turn down a job at the last moment.

Once you accept an assignment, follow through completely. Do not worm out of it because somebody else offers you more money. If your work warrants it, other lucrative assignments will follow. If it doesn't, the more lucrative job you turned down won't make much difference.

Now for the game. Pack your equipment very thoroughly. Start with the feet and work up. When the official arrives, he is expected to have his gear. Neatness is also an essential.

Arrive early enough to assure a proper pre-game discussion with your co-workers. For football, you should arrive at least 45 minutes to one hour before game time.

If your assignment is out of town, necessitating considerable travel, make sure to take an early train. Do not take a train which, if late, will hold up the game or force the teams to start without you.

If traveling by auto, make sure you leave sufficiently early so that even a delay due to tire trouble won't prevent you from arriving on time.

Once at the scene, get dressed and make an inspection of the field and equipment to be used. Check

with all officials to see that they also are ready.

Meet both coaches. You will find them no better or no worse than the average person connected with athletics. Remember, I am speaking about the usual game.

It is now game time. Meet the captains; make it a point to remember their names. Be explicit in your conference with them. Be friendly, but do not threaten any dire consequences. Assume that the game is going to proceed well. Do not arouse suspicion or antagonism before you start.

Call the first violation firmly. At the same time, do not "show-boat." Nobody ever paid a peso for watching you or anybody else officiate. Be as unobtrusive as possible. Do not imply by your action that somebody has rifled the U.S. mint.

A serious, dignified, yet relaxed official works the best game. Never be grim out there. Call decisions without fear or favor and without rancor.

AVOID BUMBLING

Be thorough, but not technically officious. When you call a penalty, explain the options. Never allow a wrong choice to be made because of your bungled explanation.

You fellows have been around a long time and have learned a great many things. But there is still a lot you don't know. So how can you expect a boy of 15, 16, 17, or a real old man of 18 to know all the answers?

Do not say, "The coach should have taught him that." Perhaps he did and maybe he didn't. The coach has a thousand things to teach his boys before they ever crouch for a signal.

The best he can do in the way of rules is a cursory explanation. It takes years to really know the rules. If you don't believe it, tell me how many perfect games you have worked?

Be specific, give the boys a break,

and you will enhance your reputation. Tell the captain where the ball will be, what down it will be, and whose ball it will be. Simple enough, yet time after time my captains have told me that they did not understand.

You are out there to expedite and to properly run the game. Anything less than your very best is far from satisfactory.

Listen to courteous requests from the captains, but do not countenance unsportsmanlike behavior. Keep your shirt on! Do not get angry. When you do, you lose your perspective and are no longer impartial.

You may say, "What does he mean, not impartial?" Just that, Your fine judgment based on cold facts, gives way to emotional upset, and you become just a fellow running around in an official's uniform.

Give the proper signals for rule infractions. Everybody in the place is interested, or they wouldn't be there. The signals should be clear, decisive, and given without "hamming."

Always remember that the crowd is definitely partisan one way or the other. Neither seek to please nor displease them by your decisions. Call exactly what you see, and let it go at that.

Never argue with a spectator. He has already decided you are a "bum." By arguing, you probably will wind up with a crowd of grade "A" razzers. You asked for it and, brother, they have the supplies!

When the game is over, dress and get out. Don't seek out any body. If the coaches come in, fine. If not, it is also fine. You have completed your job, and, no further debates are necessary.

If a coach is hot, tell him you called the game as you saw it. What can he say? Above all, do not argue with him. If he says something he will later regret, he will have to apologize or else be listed as a heel. But if you say something you later regret, you have lost prestige which no apologies can remedy.

Why the difference? Because what the coach says is, after all, a personal appraisal of your work for that game; but what you say, has a direct bearing upon all the games you will work.

Les Beck, veteran coach and official from Yonkers (N. Y.) High School, delivered this talk at the football officials school held last September under the auspices of the Westchester County Football Officials Assn. Believed to be the first officiating coaching school ever conducted, the Westchester clinic proved a bounding success.

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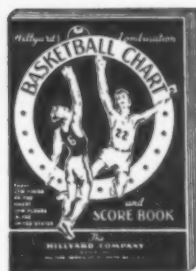
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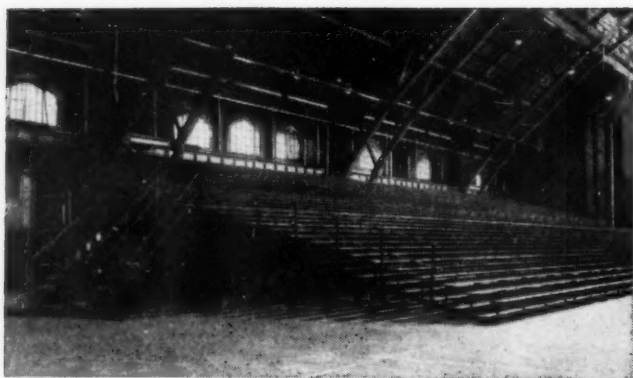
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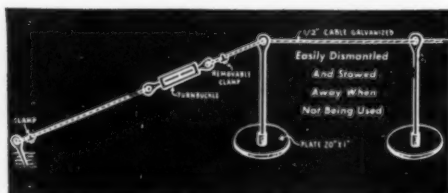


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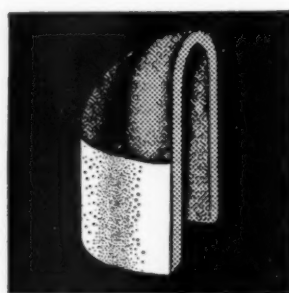
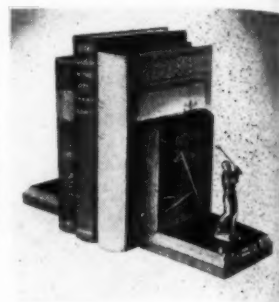


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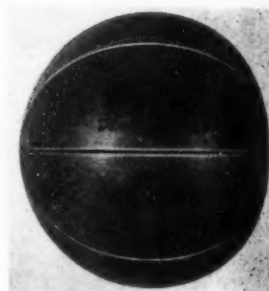
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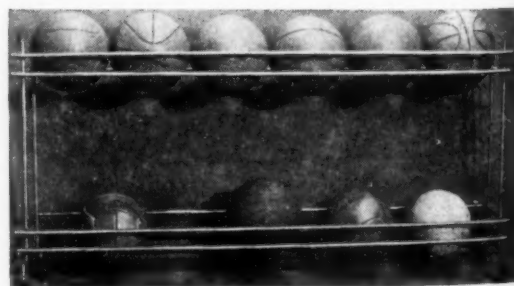


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Perspective

(AN EDITORIAL)

THE school sports program is definitely expanding, and it is essential for the nation's administrators to keep their perspective.

The high schools do not need the cancerous type of athletic growth produced by the over-stimulation of "bowl" games or of cross-country jaunts which require excessive coaching attention and expense for a small group which has already received its share of benefits.

Great numbers of lesser talented boys also have a stake in the school program and they are often in greater need of training. This training is seldom forthcoming where the school staff is short-handed during the week of a trip or where the school program is disrupted because of the widely publicized event.

English or algebra might need that kind of stimulation to encourage students to participate. But sports receive sufficient motivation from the local contests in a reasonable regulation season's schedule. It is understood, of course, that travel distance, length of season, and number of games must vary in different states and different sections.

DIVIDING LINE

The difference between desirable contests and undesirable excesses is one of degree. But some dividing limit must be prescribed. This limit should be fixed short of the commercially sponsored sectional or national bowl type of game in football or basketball, and also short of the barn-storming team program which is weakly excused on the grounds of "educational travel."

Sports expansion is in progress. The movement can make a great contribution to raising the level of health and fitness. It will be a boon to the nation if it is directed into channels which will provide supervision and full opportunity for sports participation for the millions who, in the past, have been whisked to the sidelines as soon as their lack of ability to hit a basket or kick a football became apparent.

School leaders now realize that one very important responsibility of the school is to stimulate fitness habits and activity which build strength, coordination, and a friendly competitive spirit.

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Basketball translated into fundamentals!



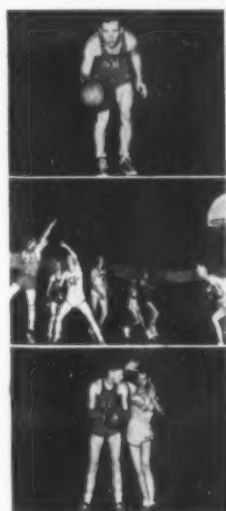
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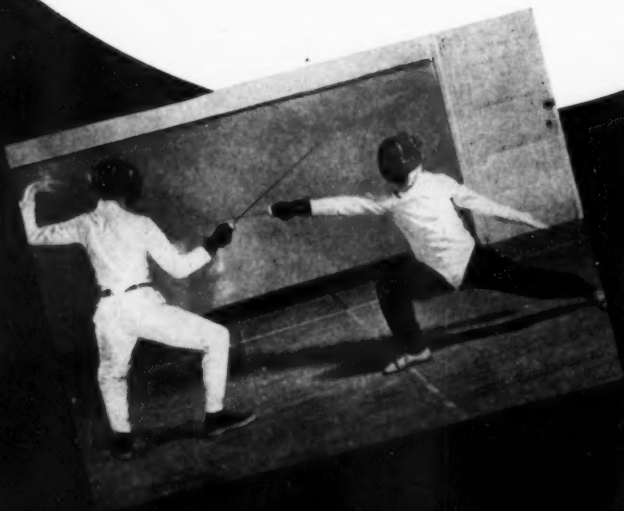
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NO intramural or recreational program in the junior or senior high school is complete without a good noon-hour program of activities.

This period offers great possibilities for organizational development.

1. The student who is compelled to work after school can enjoy the values of noon-hour participation.

2. The rural-consolidated schools, so numerous in America, have their student body almost intact for this period.

3. Carefully organized activities at noon-time will practically eliminate the usual disciplinary problems, substituting something to do that is enjoyable, uses up surplus energy, and eliminates harmful loitering.

It is not uncommon to see groups of students romping the streets as a means of passing away their 40 to 50 minute recess hour.

Program

In one city you can witness groups of high school boys pitching coins to the crack during the noon hour, consuming tremendous quantities of cigarettes and candy bars in the process.

Another city has become famous for its noon hour and after-school "tag" games, where students in overpacked automobiles speed through the streets trying to run the others down, banging fenders, breaking speed laws, and endangering life and limb.

One large city high school studied this problem for years, and became alarmed at the large numbers of students congregating in nearby stores and hangouts. The alarm was increased by evidence of the sale of marijuana and liquor, gambling, sex problems, and all the accompanying evils of unorganized loafing time.

This problem was greatly alleviated when an enterprising athletic director introduced a large and well-planned noon-hour recreational program. Faculty and students alike proved enthusiastic about the new program. It is now a vital part of the school's educational scheme.

Needless to say, the teachers who originated and administered this program received salary increases, and their indispensability became evident to the community.

Dan Dasovic, director at Toivola,

Minn., has this to say after two years experience with his noon-hour program:

"A well-balanced intramural program can successfully do away with all noon-time problems, most disciplinary problems, and all problems of a general nature that may not be serious but nevertheless offer a constant threat to the proper functioning of a school or group. Students are kept busy."

The noon-hour program does not lend itself as well to the college and university, although some institutions have made great progress in this direction.

The University of California this past year conducted several organized activities at noon-time. Of principal interest was basketball, with 22 teams playing 125 games. The number would have been greater if more adequate facilities had been available.

California builds its noon-hour program around a sports interest rather than a campus group, and in the main serves the students who do not have group affiliations, although no one is barred. Regular games in softball and baseball are played at noon.

Dr. Frederick Cozens and Ralfe D. Miller are both enthusiastic about the future possibilities of their California program and predict the further expansion of a number of leagues and activities, particularly for commuting students who find it impractical to remain on the campus for late afternoon and evening intramurals.

The University of Nebraska conducts such activities as basketball free throws, table tennis, shuffleboard, badminton, horseshoes, and similar organized individual activities during the noon period. Other universities make recreational opportunities available but do not schedule organized games.

There is some controversy over the use of strenuous activities in the junior and senior high school noon hours. This is not a serious problem in colleges, since the students do not answer a one-o'clock bell, having irregular schedules.

Good health procedure would indicate that such sports as basketball, swimming, water polo, boxing, and track events should be avoided or carefully supervised.

Several studies on this subject indicate such alarm is somewhat unfounded.

Brogdan and Hellebrandt¹ found that swimming after eating does not produce the popularly credited idea that digestion is ruined and health impaired.

Caswell² showed somewhat similar findings in his study. Draper and

Smith have indicated that social values, rather than the more purely physical values of intramural participation should be sought in the noon program. Steinhaus makes the following statement³:

"The time of day for exercise may well be in accord with individual inclination and other determining circumstances. Evidence as to the effect of exercise on digestion indicates that great physical exertion does not necessarily interfere significantly with digestion, though strong emotion may do so even unaccompanied by exercise. Laborers and farmers customarily work hard immediately after meals. On the other hand, coaches seldom permit athletes to eat heavily before competition involving emotional strain."

After using short games of basketball and other active sports for years in the noon program, and carefully studying the reactions of students from a health and emotional standpoint, the author would not advocate the elimination of such events from the program—although proper time must be provided for the shower and the lunch.

One very practical solution is to arrange the scheduled games at the beginning of the lunch period. These should be followed by the shower and lunch, with the time schedule rigidly adhered to.

Some schools allow a short free period following lunch, an arrangement which permits greater intramural planning throughout the luncheon period.

The noon-hour provides one of the best possible times for co-recreational activities. Here, boys and girls can be taught to play together more naturally than at any other time. Outdoor activities are preferred, weather permitting.

Many schools provide noon schedules which rotate the participants constantly, thus providing valuable spectator activity daily for the entire student body, all of whom become participants on regular schedule.

Kenosha High School, Wis., has a well-developed noon-hour program which is considered indispensable to the life and discipline of the school. The building is situated very near the business district and 16% of the students bring lunch to school, since there are no lunch rooms close to the building.

At one time the students ate their lunches in parked automobiles, threw refuse everywhere, and

¹ Elizabeth Brogdon and Frances Hellebrandt, et. al.: "An Investigation of the Influence of Exercise Upon Digestion in the Stomach," *Research Quarterly*, V:2 (May, 1934), p. 52.

² J. Edgar Caswell, Unpublished Report, 1935.

³ Arthur H. Steinhaus, Nat'l War Fitness Conference, 1943, American Association for Health and Recreation.

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spent the rest of the period riding about the city or loafing in downtown stores and hangouts. While the elimination of these evils was not the principal reason for developing a noon-hour program, these problems were solved by it.

It was felt a good program could aid materially in developing desirable individual qualities, according to Superintendent of Schools Loomis. Steps in the Kenosha Plan, as developed by the staff were:

1. A general assembly was held, at which tentative plans were discussed and student interest determined.
2. Activity questionnaires were passed out and information collected from all students.
3. A student committee was selected which met to discuss plans.
4. Another general student assembly was employed to present all specific plans thus far developed.
5. Student leaders were selected for specific activities, and for specific rooms to be utilized.
6. Students brought in quantities of donated recreational games equipment from their homes.
7. Cooperation from the city recreation department was requested and obtained. This organization then furnished additional game equipment and some supervisory help.

PERMANENT PLAN

After the plan was adopted, the same series of steps were followed at the beginning of each year. Special rooms were set up to handle the following activities: lotto, checkers, Chinese checkers, dominoes, chess, card games, reading room for magazines and books, dramatic club, dancing, etc.

The gymnasium was reserved for basketball, volleyball, indoor baseball, basket shooting, and other features.

Kenosha now provides 10 minutes for showers for those participating in the active games. Motion pictures are shown once a week by specially trained student operators. A student committee arranges the choice of movies, both educational and general. State University films are used constantly.

All active games are organized on a competitive basis. Individual events are usually organized in ladder style. The outdoor program features archery, softball, volleyball, and horseshoes.

It soon became apparent that the distribution of the students had to be solved. To meet this problem, the principal listed all the teachers al-

phabetically and assigned dates for noon-hour duty, approximately one day per month for each.

The use of the noon hour for study was discouraged unless chosen by the students; a room was set aside for them. The most popular areas proved to be motion pictures, dancing, radio, and active sports in the gymnasium. The total cost of this program was only about \$50 per year. The whole program was developed on the theory that boys and girls could enjoy most of the activities together.

A similar program has been in operation in the junior high schools of Dubuque, Iowa. There, students are selected to supervise each room, with a head supervisor for all activities, who checks out equipment from a central office each day.

The room supervisor is responsible for all equipment, as well as for the conduct in his room during the period. There have been very few rules violations. Trained student movie operators show selected movies for which a very small admission price is charged.

The Norfolk, Va., elementary schools have been offering organized noon activity for many years. Following the lunch period, fifteen minutes are set aside daily for activities of a non-strenuous nature.

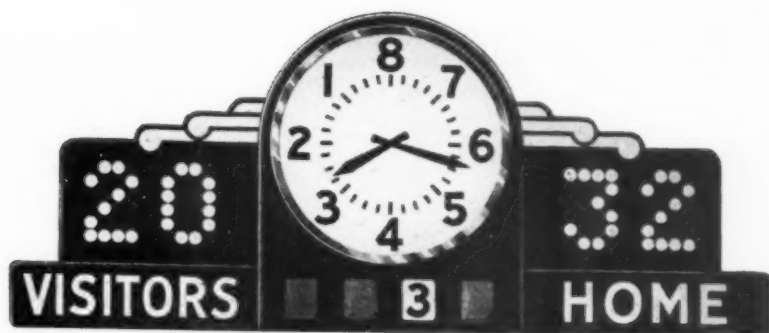
Teachers arrange the schedule, rules for games, officials, duration of games, and other details. Later the program is handled almost entirely by pupils. Complicated rules are eliminated as much as possible.

The upper grades play volleyball, softball, newcomb, O'Leary, end ball, dodge ball, rubber-heel toss, hop skotch, shuffleboard, and bat ball. The Parent Teachers Association awards banners to winning groups. Pupil officials are all trained.

The author has, in the past, conducted a noon-hour program in South Bend, Ind., and Green Bay, Wis., with complete control and supervision vested in the physical education department.

After watching the hundreds of boys of European extraction play crude games of handball en route to and from school on every available wall, sidewalk, and fence, it became reasonable to assume handball and dozens of other sports could well be organized for all students in the school at noon.

Louis E. Means, director of student physical welfare at the U. of Nebraska, is a figure of considerable prominence in the world of recreation. His latest book, *Physical Education Activities, Sports and Games*, was reviewed in *Scholastic Coach* the past September. This is the first of two articles on the components of a noon-hour recreation program.



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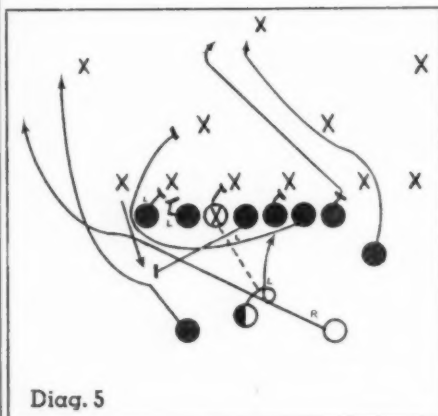
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(Continued from page 11)

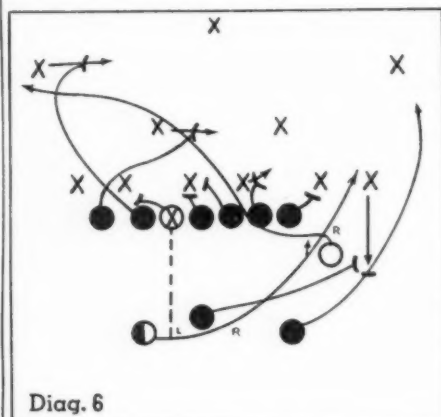


Diag. 5, Quick Inside End Reverse: No. 3 back takes snap over right leg, stepping across with left foot for full spinner. Hands ball to 2 back with right hand, then drives into line.

No. 2 angles directly at hole and breaks sharply to outside after getting inside defensive R.E.

No. 4 back angles directly at defensive R.E., making slip contact with right shoulder, then goes for defensive R.H.B.

Right guard pulls with left lead step close to line to get angle on



defensive R.E. If latter makes normal three-step penetration, guard takes him with reverse body block. If end waits on line, guard drives him out with left shoulder.

Diag. 6, Delayed Buck: No. 4 back takes snap with reasonable lead using cross-over step, then drives off tackle.

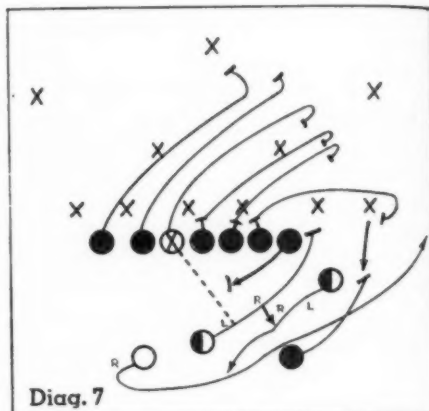
No. 1 steps at defensive L.T. with right foot, and faces inside with left elbow up and right hand in position to receive ball. No. 4 hands ball to 1 with left hand as 4 drives to outside. No. 1 starts directly at hole between defensive guards.

No. 2 back slip-blocks L.E. with left shoulder and releases to outside for defensive L.H.B.

Outside tackle raises up and reverse-body blocks defensive L.G., while right end long-body blocks defensive L.T. to prevent him from penetrating.

Diag. 7, Double Reverse: No. 3 back takes ball with strong lead to right using cross-over step. Hands off to 1 then rams defensive L.T.

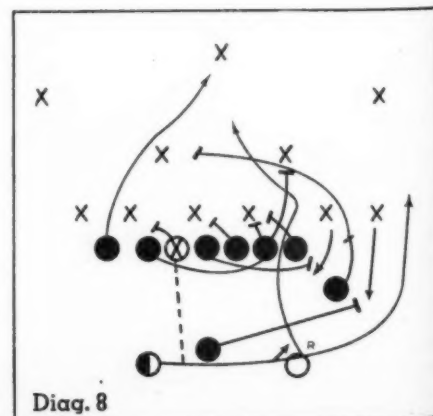
No. 1 hands off with left hand to 4, who has cross-stepped to left and pivoted to outside to assure neces-

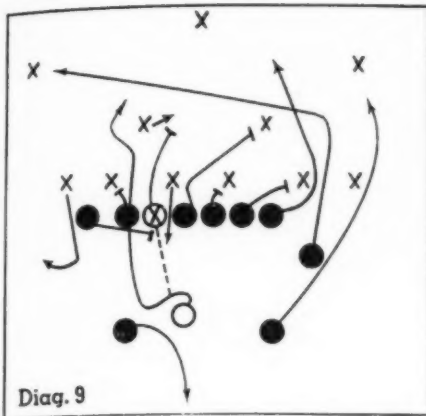


sary timing. No. 4 continues wide to right after taking ball.

Right guard and both tackles check block on line for one count, then angle sharply to right and peel back for shuttling opponents.

Diag. 8, Inside Tackle Smash by 2-Back: After taking snap with cross-over step, No. 4 starts laterally to right. Hands off to 2 with left hand and continues wide. If defensive L.E. is smashing shallowly, 4 may fake hand-off and bootleg wide outside.



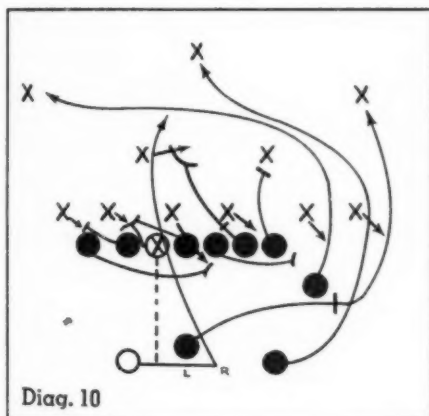


No. 2 back takes step with right foot, holding left in place and twisting body slightly to inside. He raises left elbow and places right hand at stomach in position to receive ball under left elbow. He is ready to drive straight ahead after exchange is made.

No. 1 fakes at defensive L.T. to set him for trap by right guard, then drives for short-side backer, taking him with reverse body block.

Diag. 9, Half-Spinner to Short Side: No. 3 takes snap over left knee and steps laterally across with right foot in half spin. Threat of pass and 3's speed keeps unblocked defensive R.E. from coming in for tackle.

No. 1 back, after going straight through for clearance, cuts sharply left for shot at defensive R.H. As he cuts, he fakes receiving pass to keep secondary back. No. 2 also fakes for pass en route to defensive L.H.B.



No. 4 crosses over with left foot, fakes receiving ball, floats back and bluffs pass to 1 and 2 backs.

Left end steps off with right lead step, close to line, and drives through defensive R.G.

Diag. 10, Cut Back Against Slanting Line: No. 4 back takes lead pass with cross-over step. Plants right foot and leans to right; then breaks sharply back on angle through hole. Center pivots, dropping left foot

Center pivots, dropping left foot



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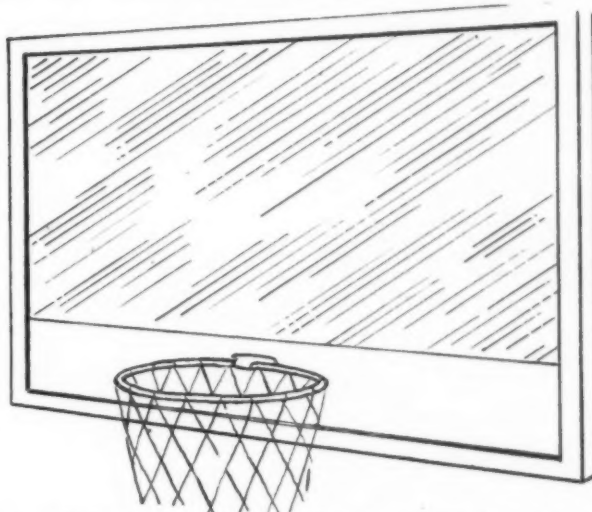
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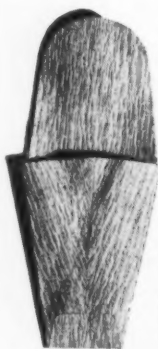
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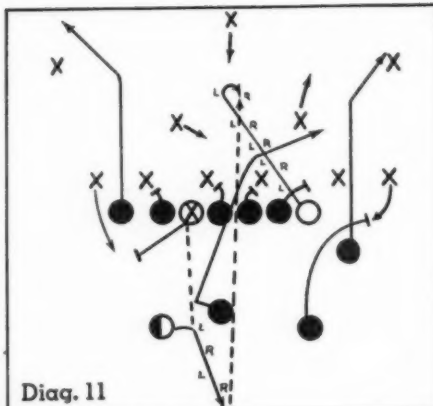
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Diag. 11

back to give clearance to own right
guard, then serves as post on de-
fensive R.T.

Right guard crosses with right
foot, raising up for fake at defen-
sive R.G., as he reinforces center
from inside on defensive R.T.

Outside tackle crosses in front of
defensive L.G., raising up for fake
at him, and delays to permit short-
side backer to float to strong side.
He then takes him to right.

Diag. 11, Pass. One of Harlow's
best, with three important varia-
tions. This one exploits a deep safe-
ty.

Left end and No. 1 back go down
12 yards and angle sharply outside
to draw halfbacks out. Right end
races nine steps on angle to receive
ball directly on line with own right
guard. Stops dead for short pass in
front of safety.

Passer (4 back) crosses over left
foot, takes right and left step
straight back, hiding ball. As left
foot hits, he hops and pivots toward
right sideline, landing on both feet,
facing forward with right foot
planted in throwing position.

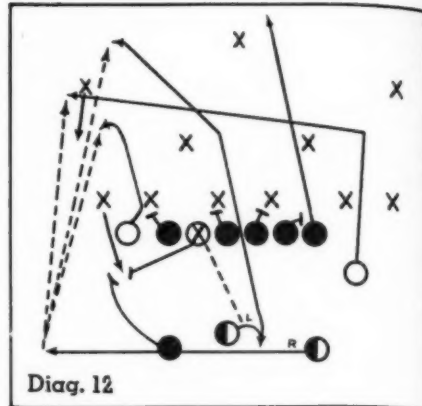
When safety rises up and starts
coming in fast, quarterback calls
for second variation. This time,
right end, after nine steps, fakes
stop and angles sharply to right,
looking back on 11th step.

No. 4 back fakes pass at same
spot (as in Diag. 11) with short
stab of right wrist, recovers fast,
and throws long behind safety.

In third option, right end takes
his nine steps as in diagram, but
then continues cutting to left to
pull safety over.

No. 1 back, as before, goes down
about 12 yards. His steps are as
follows: left, right, left, right, left,
right, left, right, left, right, left.
He next takes a right step to the
outside, then cuts back sharply to
the inside, looking for the ball over
inside shoulder on 14th step (as
right foot hits).

Passer (4 back) glances first at
right end to encourage safety to
cover him close. He fakes to 1 back



Diag. 12

quickly, then lets ball go long as
1 starts his cut inside-deep.

**Diag. 12, Reverse Running Op-
tional Pass:** Left end jab steps at
defensive R.T., holds one count,
then goes straight down five yards
and button-hooks to outside.

No. 1 back races five yards be-
yond line and cuts sharply to left
on slight angle so that he is 7-9
yards deep at "soft" spot.

No. 3 takes pass from center over
right knee, turns right, hands off
to 2, and cuts through line, angling
behind defensive R.H.

No. 2 runs hard laterally to out-
side. If defensive half stays back
and end is in, 2 will run, or hit his

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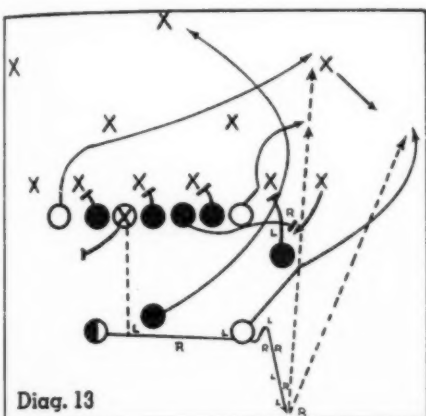
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left end (if latter is open). If defensive R.H. comes up fast, 2 hits 1 back.

Diag. 13, Strong-Side Off-Tackle Pass: Left end angles across rather shallowly, goes behind No. 3 back, then gets more depth.

Right end holds defensive L.T. one count while watching strong-side backer. If latter backs up, end angles to short right flat ahead of 2 back. If defensive backer fills hole, looking for a running play, end goes straight five yards, button-hooks back, and yells for ball.

No. 4 back takes four steps right and fakes off tackle one step. If defensive full is floating and hole is there, 4 runs. If not, he quickly floats back five steps and sets.



Diag. 13

In his lectures, Harlow stressed the importance of placing men in their proper positions. If possible, the boys should be shifted before the start of the season, rarely later than the first week of practice. The important rule is: Play the eleven best men regardless of previous position.

(Ed. Note: This concludes a three-part report on Dick Harlow's lectures at the Eastern Pennsylvania Coaches Association coaching school. The reporter, Floyd B. Schwartzwalder, an excellent college head coach in his own right (Muhlenberg College), covered Harlow's early-season planning in the September issue and Harvard's defense in the October number.)

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ted and raised to his perpendicular height.

It is, however, set to register knee bends, floor dips, bar dips, etc., at the first vertical move. It takes about three seconds to adjust the meter from one event to another.

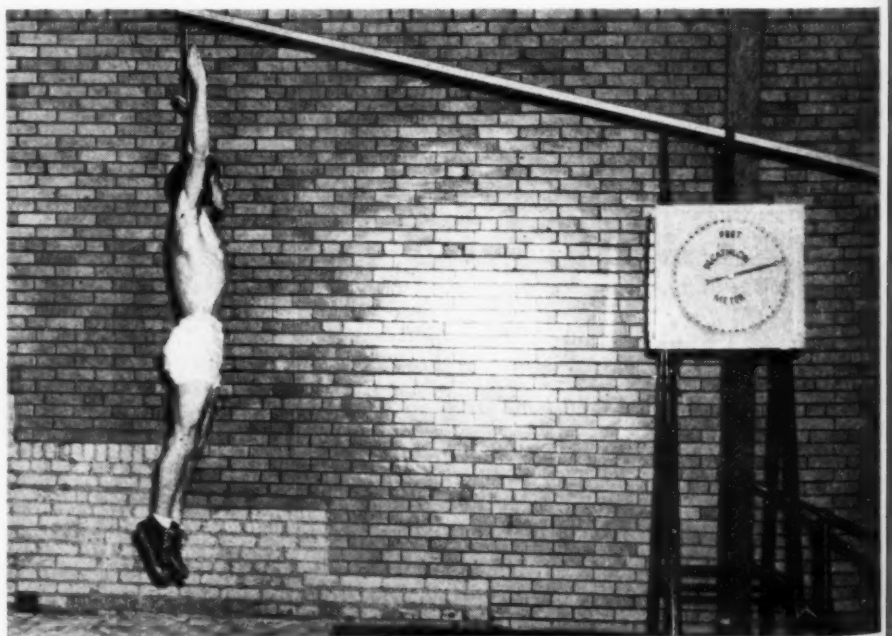
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The fabrication of the machine is too technical to explain in this article. The picture, however, shows the approximate size and height of the meter.

The boy works the lever by vertical elevation. The lever is con-



The Sargent jump as measured by the Decathlon Meter in the Knoxville (Tenn.) Public Schools. Hand of the dial records each student's total score (ten tries) in feet.

connected to a wheel by cams which, in turn, connect to a dial hand. This is so calibrated that a foot of elevation moves the hand one digit. A brake prevents the backward movement of the wheel, but the hand may be moved in either direction with the fingers. The dial is behind a glass.

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The ten events of the Knoxville Decathlon measured by this device include: floor dips, pull ups, supine run, 60-second sprint, Sargent jump, scissor sprint, chinning, knee bends, parallel-bar dips, and rope climb.

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A pentathlon was held in Knoxville last April in which many senior and junior high schools participated. Kingsport High won the senior pentathlon with a total score of 290 feet, while South Knoxville won in the junior division.

The highest individual score was recorded by Charles Johnson of Knoxville High. His score was 260 feet. The highest score in chinning was made by Walter Harmon of Knoxville High. His score was 6,622 foot-pounds.

Harmon is shown in the picture on the facing page (bottom), which illustrates the measurement of the Sargent jump (total score) by the Decathlon Meter.

Anyone interested in the Knoxville Decathlon, Pentathlon or the Meter may write directly to the author.

B. E. Sharp, line coach at Knoxville (Tenn.) High School, is one of the co-devisers of the famous Tennessee Decathlon, a program of ten testing events for large groups which has proven its worth as an educational instrument in the high schools of Tennessee. A description of this program was published in *Scholastic Coach* last February and attracted inquiries from all over the world.

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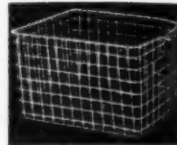
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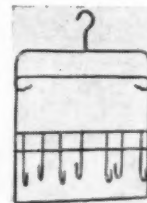
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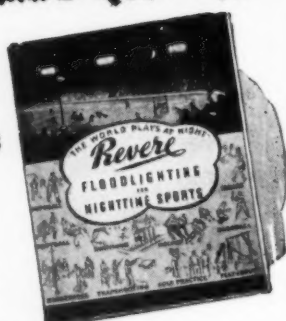
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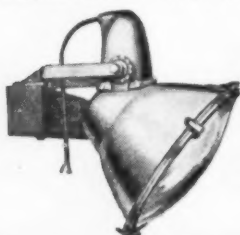
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GENERAL MILLS (43)

☐ Basketball Coaching Manual

GENERAL SPORTCRAFT (2)

☐ Folder on Tempe Shuttlecocks
☐ Name of Nearest Dealer
☐ Booklet, "You Can Play Badminton" by Hugh Fergie

GREENE CO. (70)

☐ Information on Athletic Equipment, Awards
☐ Confidential School Price List

HAND KNIT HOSIERY (65)

☐ Information on Wigwam Socks

HILLYARD SALES (55)

☐ Basketball Chart and Scorebook
☐ Catalog on Floor Treatment and Maintenance

HOOD RUBBER (4)

☐ Basketball Foul Shooting Chart
How many

HUNTINGTON LABS. (19)

☐ Basketball Coaches Digest
☐ Basketball Shot Charts

HYDE ATH. SHOES (51)

☐ Information on Athletic Shoes

KINNEY CO. (52)

☐ Booklet by Joe Lapchick, "Play a Winning Game" How Many

BRADLEY M. LAYBURN (70)

☐ Information on Gym and Playground Apparatus, Portable Bleachers, Electric Scoreboards

LEAVITT CORP. (67)

☐ Information on Knock-down Bleachers

LINEN THREAD

(Inside Front Cover)
☐ Catalog of Gold Medal Sports Nets

LOGAN TRAINERS AIDS (52)

☐ Information on All-Purpose Injury Pad

MAGES SPORTS DISTRIBUTORS (60)

☐ Information on Repair of Inflated Goods

A. MAMAUX & SONS (69)

☐ Information on Stage Curtains and Draperies

MARBA SYSTEM (34)

☐ Information on Athletic Equipment Reconditioning

McARTHUR & SONS (65)

☐ School Towel Plan

E. O. MEACHAM (68)

☐ Information on Leather Basketball Nets

FRED MEDART (47)

☐ Book, "Physical Training, Practical Suggestions for the Instructor"
☐ Booklet, "Physical Fitness Apparatus"
☐ Catalog on Telescopic Gym Seats, Steel Lockers
☐ Information, Acromat-Trampoline
☐ Catalog on Basketball Backstops, Scoreboards

MILLER CO. (70)

☐ Information on Knee Brace

MISHAWAKA RUBBER (29)

☐ Information on Athletic Footwear

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 72 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

BASKETBALL GLASSES

And special goggles for football and all other sports. Glasses That will "STAND THE GAFF"
Built to individual correction.

10 Years of service to school athletics

WRITE FOR INFORMATION

SAFE PLAY GOGGLE CO.

Box 51

Lincoln, Nebraska



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(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

November, 1947